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ABSTRACT

This study determined the attitudes of parents and/or guardians toward year-round schools in Scotland County, North Carolina for students enrolled during the 1998-1999 school year in one of the six K-5 year-round school programs. Data were analyzed using several statistical procedures that included mean scores, standard deviation, standard error, correlation, frequency, percentages and Cronbach's coefficient alpha. The survey results indicate that the parents and/or guardians in this study have a positive attitude toward year-round school; are active in their child's education; and believe that the year-round schools communicate with them very well. Chapter titles include: (1) "Introduction"; (2) "Review of the Literature"; (3) "Methodology"; (4) "Results"; and (5) "Summary, Conclusions, Discussion, and Recommendations." Includes extensive tables and references. Appendices include a school and family partnerships survey; a permission to use survey; a principals instructional cover letter; a teachers instructional cover letter; a parent/guardian informational cover letter; a parent/guardian instructional survey cover letter; an NCSU (North Carolina State University) Instructional Review Board Approval Letter; Year-Round school summary reports; and an action team preliminary checklist. (LB)

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1998 Parent/Guardian Attitudes On Year-Round Schools, Scotland County, North Carolina.

by

Kim Rocha Vadenais

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Abstract

The purpose of this study was to determine the attitudes of parents and/or guardians toward year-round schools in Scotland County, North Carolina. The study sample consisted of parents and/or guardians of students who were presently enrolled for the 1998-1999 school year in one of the six K-5 year-round school programs. The survey authors established utilizing the School & Family Partnership Survey, content validity and reliability of the instrument. Data were analyzed using several statistical procedures, which included mean scores, standard deviation, standard error, correlation, frequency, percentages and Cronbach's coefficient alpha. The data from this survey was summarized using SAS software. The survey results indicate parents and/or guardians have a positive attitude toward year-round schools in Scotland County, North Carolina; 63% of the respondents agreed strongly the school their child attends is a very good year-round school and the teachers in the year-round school care about their child. Seventy percent of the respondents agreed strongly to feeling welcomed at their child's year-round school, 50% of the respondents agreed strongly that the community supports the school, and 49% of the respondents agreed strongly the school their child attends is one of the best schools for students and for parents. The respondents' involvement with their child's year-round school can be seen as active; 87% of the respondents have talked to their child many times this year about school, 87% of the respondents have helped their child with homework many times this year, 90% of the respondents have checked many times this year to see if their child has done his/her homework, and 88% of the respondents have talked to their child many times this year about how important school is.

The respondents' responses show their child's school communicates with the parent or guardian very well; 67% of the respondents agree the school does very well in telling the parent and/or guardian how their child is doing in school, 76% of the respondents agree the school does very well in sending home news about things happening at school, 71% of the respondents agree the school does very well in sending clear notices home for the parent and/or guardian to read, and 68% of the respondents agree the school does very well in contacting the parent and/or guardian if their child is having problems. Although it has been shown that parental attitudes toward education have a significant effect on a child's educational viewpoint, my research only identified the attitude of the parent and/or guardian toward year-round schools in Scotland County, North Carolina. The researcher concludes the attitudes of the respondents toward K - 5 year-round schools in Scotland County, North Carolina is positive, the respondents are active in their child's education and the year-round schools communicate very well with the respondents.

1998 Parent/Guardian Attitudes On Year-Round Schools Scotland County, North Carolina

by
KIM ROCHA VADENAIS

A Dissertation presented to the Graduate Faculty of
North Carolina State University in partial fulfillment
of the requirements for the
Degree of Doctor of Education

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Almighty Father, to You I dedicate everything!
With You nothing is impossible,
for You are the Alpha and Omega.

Thank You for granting me The Gift of Faith.
May all of my writings, endeavors and degrees
be for Your Honor and Glory!
AMEN.

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Chapter I

INTRODUCTION

"Real learning gets to the heart of what it means to be human. Through learning we discover our world and extend our capacity to create, to be a part of the generative process of life" (Senge, 1990, p. 14). Senge (1990), based his work The Fifth Discipline on this principle. Senge (1990), used the Greek word 'Metanoia', "reminding us that the deeper meaning of 'learning' involves a fundamental shift of mind" (p. 13). However, learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The present traditional school calendar does not offer the student the necessary time needed to learn in the American public school system.

In its landmark 1983 report, A Nation at Risk, the National Education Commission on Excellence in Education (1983), urged America's traditional schools to allocate "significantly more time" to learning. However, according to the National Commission on Time and Learning (1994a),

> ... learning remains a prisoner of time. The description of the problem contained in A Nation at Risk is still true: 'Compared to other nations, American students spend less time on school work; and time spent in the classroom and on homework is often used ineffectively'. For practical people, reforming expectations and content were thought to be easier problems to solve; time, a more difficult issue to tackle. But in terms of learning, time as an elastic resource is the main road to excellence' ....There is no point to adding more time to today's schools if it is used in the same way. We must use time in new, different, and better ways....This will require more effective use of the existing school day, a longer school day, or an extended school year. (pp.1-3)

The National Commission on Time and Learning also reported (as cited by National Association for Year-Round Education, 1998),

> By relying on time as the metric for the current traditional school organization and curriculum, we have built the traditional learning enterprise on a foundation of sand, on five premises we know to be false: the first is the assumption that students arrive at school ready to learn in the same way, on the same schedule, all in rhythm with each other. The second is the notion that academic time can be used for nonacademic purposes with no effect on learning. Next is the pretense that because yesterday's calendar was good enough for us, it should be good enough for our children--despite major changes in the larger society. Fourth is the myth that schools can be transformed without giving teachers the time they need to retool themselves and reorganize their work. Finally, we find a new fiction: it is reasonable to expect world class academic performance from our students within the time-bound system that is already failing them. These five assumptions are a recipe for a kind of slow-motion social suicide. (p. 1)

This traditional school calendar has been in effect for more than 100 years. The traditional school calendar clock has governed how families organize their lives, administrators oversee their schools, teachers plan their curriculum, and how much time students have in the classroom to comprehend what they learn. It is the school calendar attended by our grandparents, parents, and ourselves. Tradition is important; nonetheless, the American lifestyle is changing and the year-round calendar time clock provides the flexibility to adapt to the needs of families and their communities.

Using time as the prism through which we view education reform, schools are responding to the increased demands by experimenting with reorganizing time (Anderson, 1994). "The National Association for Year-Round Education is uniquely qualified to lead the instructional time reform movement. The National Association for Year-Round Education central point is time, learning and year-round education for all students" (C. Ballinger, personal communication, February 15, 1999). By varying the ways in which time is used for learning, schools have the capacity to redefine their role and shape their goals to meet the ever changing needs of the student. "Learning involves duration and we accept the fact that the learning of children takes time" (Jossey & Bass, 1991, p. 13).

Anderson & Walberg (1993) suggest,

> Learning, one of the most precious of all human activities, is central to educators responsibilities. Time is a fundamental resource in human life and a key determinant of learning. Yet, American students spend less time learning than do students in other developed countries, and less time than they need to succeed in the coming information age. For these reasons, educators must think carefully about how educational time is and should be used. (p. vii)

According to C. Ballinger, (personal conservation, February 15, 1999),

> The traditional nine-month school calendar long ago lost its reason for being. Harmful to many students, its hold on the majority of United States schools is strong, defying obvious reasons for scrapping or modifying it. Designed to foster economic objectives, it has little educational validity. An increasing of schools are rethinking and reorganizing their curriculum so that students at levels can maximize their learning potential. A learning process that is being widely used and gaining momentum is year-round education (YRE).

Year-round education is geared to meet the different learning styles of all students and help them maintain ongoing interest in their school work. The term is somewhat misleading in that YRE does not mean continuous instruction without breaks. It is simply a restructuring of the traditional 180-day school calendar as a way of providing continuous learning opportunities (Glines, 1995a).

According to Burnett (1979), when policy makers consider the feasibility of encouraging or mandating the implementation of year-round schools the following questions need to be addressed: What attitudes will parents, students, teachers and community members have toward the program? Will attitudes change? These questions require up-to-date information from schools and districts currently implementing year-round programs. The development of a positive parental attitude toward year-round education is thought to increase the year-round school concept in communities. Research suggests that the social climate within a community influences and affects the learning attitudes of the children who attend school within that community (Huffer, Coleman, 1990).

Parents play a critical role in their child's development. They are the child's first influential teachers. They help the child discover the world around them (Havighurst, Lall & Lall, 1983). Parents need always to be cognizant of the communication occurring between themselves and their child (Dinkmeyer & Dreikurs, 1963). Parental attitudes do affect children's learning ability and their acceptance of a school (Barbour & Barbour 1997). Research also finds that parental attitudes toward education have a significant effect on their children's educational achievements and attainment.

A recent study suggests that families may be more important than either peers or faculty members in influencing a student's academic decisions (Bank, Biddle and Slavings, 1990). Families play a primary role in the development of attitudes and ideals with schools (Garry, 1970). Establishing meaningful partnerships and developing positive attitudes with parents and other citizens in the community is best achieved by schools which plan their parent involvement efforts (Boren, 1984).

According to the RMC Research Corporation (1990), the ten truths of parent involvement are: (1) All parents have hopes and goals for their children; (2) Children are influenced by the home, school, and peers. Schools need to strengthen the home/school communication; (3) Parents are the main contributors to children's education. They influence the children's attitudes and values about education; (4) Parent participation results in improved attitudes and gains in achievement and must become a priority of the schools; (5) Parent involvement takes organization, time and direction; (6) The purpose of parent involvement is to stimulate positive parental interactions with their children; (7) To implement a successful parent involvement program, goals, policies and activities must be planned; (8) Steps must be taken to remove barriers which currently prevent parents from taking an active role in their children's education; (9) Goals must be established and plans made so that parents from every background become involved; and (10) New relationships and partnerships between parents and teachers must be formed. Epstein (1992a) states, the planning process needed to create this partnership involvement suggests, that schools first survey parent/guardian attitudes and seek their opinions on their child's school and the schools' practices of involvement are correlated with parental attitudes about their child's school.

Need for the Study

Year-round education programs are located in 41 states, 546 public school districts, 2,856 public schools, 51 private districts, and 75 private schools in the United States. North Carolina has the fifth largest year-round education program in the United States; California is first with 1,513 year-round schools, Texas is

second with 300 year-round schools, Arizona is third with 155 year-round schools, Kentucky is fourth with 135 year-round schools and North Carolina being fifth has 134 year-round schools located through out the state. Scotland County, North Carolina, has six K - 5 schools that offer the year-round school calendar to 1576 students who attend the following schools: Central Primary, Covington Street Elementary, Laurel Hill Elementary, North Laurinburg Elementary, Pate Gardner Primary and Wagram Primary.

According to the National Association of Year-Round Education (1998), the growth of public year-round education in the United States over a 14 year period has increased as follows :

Table 1.

Year-Round Education Growth Rate Chart

SCHOOL YEAR	*STATES*	*DISTRICTS*	*SCHOOLS*	*STUDENTS*
1985-86	**16**	**63**	**411**	**354,087**
1986-87	**14**	**69**	**408**	**362,669**
1987-88	**DATA**	**NOT**	**COLLECTED**	
1988-89	**16**	**95**	**494**	**428,961**
1989-90	**19**	**115**	**618**	**520,323**
1990-91	**22**	**152**	**859**	**733,660**
1991-92	**23**	**204**	**1,646**	**1,682,944**
1992-93	**26**	**301**	**2,017**	**1,567,920**
1993-94	**32**	**369**	**1,913**	**1,419,280**
1994-95	**35**	**414**	**2,214**	**1,640,929**
1995-96	**37**	**446**	**2,368**	**1,754,947**
1996-97	**38**	**460**	**2,400**	**1,766,642**
1997-98	**38**	**496**	**2,681**	**1,934,060**
1998-99	**41**	**597**	**2,931**	**2,057,190**

Note. This growth rate as illustrated shows the continuous growth and acceptance of the concept of year-round education.

Year-round education helps people individually and society in general by providing calendar, curriculum and family options which fit the changing lifestyles and needs of communities.Educating our students in a year-round environment will increase the student's ability to understand the concept of learning.

Learning is a continuous cycle that offers unlimited challenges to those that participate in a year-round education. Opportunities for continuous learning are becoming an essential characteristic as the world edges into the 21st century (Glines, 1995a). The benefits for students from these opportunities continue to be recognized as an increasing number of studies are completed and schools take part in the three R's of the 21st century: Rethinking the school calendar, Restructing the school year and Reforming time. As we approach the 21st century, it is crucial to increase the effectiveness and efficiency of a competitive educational program for our students (Glines, 1995a).

The annual Gallup/Phi Delta Kappan polls (Elam, Rose, & Gallup, 1993) over the last quarter century show that on a whole Americans value their local schools and have confidence in them. Although, there are vast differences throughout the country in the confidence that parents have in schooling. "Parents communicate this confidence, or lack thereof, to their children, and thus influence how they react to their teachers, to their learning experiences, and even to attending school" (Barbour & Barbour, 1997, p. 6). What children see, do and sense creates a foundation for their communication patterns, perceptual style and modes of thinking (Barbour & Barbour, 1997). Children whose parents stress the importance of good work habits, punctuality and task completion carry these traits over into their schoolwork and have greater academic success (Coleman, 1991).

Sennett and Cobb (1972) have argued the deep feelings that individuals harbor affect their own educational achievement, attainment and desires, thus creating a rippling effect. Children mimic adults. If the parent displays a positive outlook toward academic achievement and success, the child and the community will benefit from this attitude. Kellaghan, Sloane, Alvarez and Bloom (1993) reported parental characteristics including parents' attitudes toward education, interest in their children's education, and beliefs in the value of schooling have been found to be related to children's academic achievement. Studies show that if the parent harbors a negative attitude toward education, then the child's attitude will reflect the attitude of the parent.

These attitudes and feelings from the parents must be addressed if the integrity of the year-round educational program is to be maintained (Stiff, 1986). One way to address these concerns is to conduct a parent/guardian attitude survey. At present there is not a current (1998) survey on parental attitudes addressing the year-round education concept. Hawkins (1992) suggests, "Parents who have not experienced this new calendar or are new to the year-round education concept may be interested in knowing the results of surveys of parents who currently have children in year-round education" (p. 10).

As the educational system in North Carolina continues to grow, it is beneficial for communities to adopt the year-round school concept. Year-round school calendars have the capacity to reorganize over crowding in schools by offering multi-track options. Seeking out current parental attitudes on year-round schools could provide the supportive feedback to expand this concept. These responses will be helpful to our community leaders when deciding to offer additional year-round schools to the community.

Purpose of the Study

The purpose of this study was to determine the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina. Year-round students from Scotland County, North Carolina were randomly selected using the 1998 National Association of Year-Round Education reference guide.

The K-5 year-round schools in Scotland County, North Carolina, participating in this study were: Central Primary, Covington Street Elementary, Laurel Hill Elementary, North Laurinburg Elementary, Pate Gardner Primary and Wagram Primary.

Research Question

During the course of this research, the following research question was investigated:

What are the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina?

Definition of Terms

The following definition of terms used in this study are presented to help ensure clarity:

Attitude - "A personal disposition common to individuals, but possessed to different degrees, which impels the individual to react to objects, situations, or propositions in ways that can be called favorable or unfavorable" (Rice, 1975, p. 9).

Concept - "This term is more generic than attitude and provides the basis for the formation of evaluations" (Shaw, Wright, 1967, p. 4).

Multi-Track Plan 45-15 - "This plan is used in situations where there is an over-enrollment of students for the available space. Using the same model as the 45-15 single track concept, administrators can modify it to combine several groups (tracks) of students" (North Carolina Department of Public Instruction, 1991, p. 10).

Parent/Guardian - This individual has primary care of the child and has the most contact with the school (Epstein, Salinas, 1993) .

School & Family Partnerships Survey - This instrument is designed to provide a measure of parent/guardian attitudes toward schools (Epstein, Salinas, 1993) .

Single Track Plan 45-15 - A plan which divides the year into four nine-week terms, separated by four three-week vacations or intercessions. Students and teachers attend school for nine weeks (45) days, then take a three week vacation (15) days. This schedule is repeated four times each year, providing the usual 36 weeks or 180 days of school. Four additional weeks are allotted for winter holidays, spring vacation and other holidays (North Carolina Department of Public Instruction, 1991).

Year-Round Education - "YRE is a reorganization of the school calendar with vacations distributed across the calendar year to support continuous learning" (North Carolina Department of Public Instruction, 1991, p. 1)

Year-Round School - A school that offers the students a year-round education. The year-round calendar is organized into instructional blocks and vacation periods that are evenly distributed across a 12-month calendar year (North Carolina Department of Public Instruction, 1991).

Assumptions of the Study

The following basic assumptions were made in regard to the present study:

1. It was assumed that the parent/guardian who is most responsible for the student completed the School & Family Partnerships Survey .

2. It was assumed that the students gave the School & Family Partnerships Survey to the parent/guardian that has the most contact with the student's school.

3. It was assumed that the responses to statements on the School & Family Partnerships Survey were made independently by the respondents.

Limitations of the Study

The following limitations were made in regard to the present study:

1. The study was limited to the parent/guardian who had the most contact with their child's year-round school during the 1998-99 school year.

2. The study was limited to students attending a year-round school program in the following Scotland County, North Carolina, Schools: Central Primary, Covington Street Elementary, Laurel Hill Elementary, North Laurinburg Elementary, Pate Gardner Primary and Wagram Primary.

3. The study was limited by the statements on the School & Family Partnerships Survey. Each statement attempted to secure the attitude of the respondent. It was recognized that some statements could possibly be interpreted as fact finding. A respondent, depending upon their experiences, could have had their attitude influenced by knowledge of factual data or by the questions themselves.

4. The study was limited to the use of School & Family Partnerships Survey.

Summary

Epstein (1992b), suggests that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are involved in their child's academic process. It is the responsibility of all families to build positive home environments that support learning and behavior throughout the school years. Year-round schools' and families' interactions need to fit the age, grade level, and the level of social and cognitive development of the children. A parent's job is to find a school that is suited to their child's needs and interests as well as their own educational values (Shore, 1994). A year-round school offers students flexible calendar options.
The National Education Commission on Time and Learning reported (1994a),

> Students are like adults in many ways. Some are able to focus intensely on demanding materials for long periods; others need more frequent breaks. Many students, like adults, learn best by reading; some learn best by listening; others, by doing, or even by talking amongst themselves. Offering more frequent breaks, providing more opportunities for hands-on learning, encouraging group work techniques and others can parole some of the students who today feel most confined by the school's rigid time demands. (p. 2)

When schools offer greater flexibility in the school calendar schedule, it makes it easier for schools to take advantage of instructional resources in the community, work places, libraries, churches, community youth groups and to work effectively with emerging technologies. Shore (1994) states parents are often faced with the task of evaluating how a school performs in a community. They may be relocating and want to move to a community with a first-rate school system. Or they may live in a community that gives them a choice about which school they want their child to attend. Parents and guardians need to recognize the strengths and weaknesses of their child's present school in an effort to improve the quality of the school and the education it provides the children. School leaders may recognize these parental/guardian concerns from a school administered survey.

A year-round school parental/guardian survey will encourage the participants to anonymously express ideas, concerns and attitudes about their child's school and education. It is a means of communication that forces consideration of the issue of thinking about the educational situation at hand. "Parental attitudes affect children's learning and acceptance of school (Barbour & Barbour, 1997, p.7)". Kifer (1992) states,

> Attitudes in the educational arena are considered variously as things about students to be changed, views that should be imparted within classrooms and schools, important outcomes of schooling, predictors of academic achievement, indicators of program effectiveness, or entities that policies should influence. (p.108)

Year-round schools change as students come and go. New students enter the school year, combinations of students enter classes; and additional teachers and administrators join the staff. The leadership, talents, and perspectives of the year-round school changes with the maturity and stability of the staff. As teachers and administrators gain experience, staff development training, education, and security, they increase their abilities to consider complex educational issues, practices, and goals. They may be more open to parent/guardian requests and to their involvement. Year-round schools can build a changing, cumulative history of relationships with families as the students proceed through the grades. Family and schools benefit when they cooperate. Children feel that these two institutions are the most important in their lives; they overlap and integrate. Parents and guardians who help their children succeed academically gain a sense of pride for themselves and their children.

Although it has been shown that parental attitudes toward education have a significant effect on a child's educational viewpoint, my research will only identify the attitude of the parent/guardian toward year-round schools in Scotland County, North Carolina. Parents believe that year-round education solicits the continuous involvement of schools, families and communities (Barrette & Others, 1992); and this study involved that parent/guardian who expressed their current attitude in response to year-round schools in the community of Scotland County, North Carolina.

Chapter Two describes the theoretical rationale of time and school learning, history of year-round education, advantages and disadvantages of year-round education, rationale for year-round education, student achievement and parent attitudes and involvement, attitudes of parents toward education and year-round education, year-round education in North Carolina and a chapter summary. Chapter Three discusses the methodology used to describe the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina. Chapter Four presents the results obtained in the study and Chapter Five reviews summary, conclusions, discussion and recommendations for practice and further research suggested from the results obtained.

Chapter II

REVIEW OF THE LITERATURE

The Review of Literature was divided into the following seven areas: Theoretical Rationale - Time and School Learning; History of Year-Round Education; Advantages and Disadvantages of Year-Round Education; Rationale for Year-Round Education; Student Achievement & Parent Attitudes; Attitudes of Parents Toward Education & Year-Round Education, and Year-Round Education in North Carolina.

Theoretical Rationale

Time and School Learning

From a theoretical perspective, John Carroll introduced his classic model of school learning in 1963. Carroll recommends that individual differences in aptitudes and abilities would be transformed into individual differences in the amount of time that students would need to achieve the specified learning outcome or accomplish the specific task. Under fixed achievement conditions, aptitudes and abilities would be predictive not of the amount students could learn in a given period, but of the amount of time they would need in order to learn well. Learning is hypothesized to be a function of the extent to which students actually spend the amount of time they need in order to learn well. Time spent and time needed are believed to be both influenced by other factors or variables. Time spent is influenced by the opportunity students have to learn, the motivation and attitude students have to persevere for sufficient amounts of time, and the students' aptitude for a specified task. Time needed, is influenced by the students' abilities to

Benjamin Bloom (1968) adapted Carroll's model to be appropriate in various school settings. Bloom called his adaptation of Carroll's model learning for mastery. This learning for mastery concept relies on the provision of students having extra time and the appropriate instructional help to overcome errors and misunderstandings identified by frequent, short and highly valid measures of student learning. According to Bloom (1968), the channels of any mastery learning program are: (1) knowing the definition of mastery as what students are to learn and how well they learn; (2) the assessment of a student's learning relative to the definition of mastery; and (3) the provision of having sufficient productive learning time allowing all students to achieve mastery. Time is one of the most important correlation's in academic learning, and its connection to learning is one of the most consistent findings in educational research.

Anderson (1993) has suggested educational researchers have identified four primary temporal categories in studying time: allocated time, instructional time, time-on-task, and academic learning time. Allocated time is the amount of time during which a child attends school and studies particular subject areas. Allocated time describes our educational values' what we think is important for students to study and learn in school. However, the way time is allocated varies in schools and is important to the quality of education. Schools allocate 100% time to students education. Instructional time is the amount of allocated time in school during which instruction is provided to students. Schools offer 83% of the school day to instructional time. Time-on-task is the amount of instructional time during which a student of a group of students is attending the appropriate task, or is actually engaged in learning. Students stay on task 62.5% of the time during a school day.

Academic learning time is the portion of classroom time during which students are working on significant objectives or tasks. Academic learning time is the quality of student learning in a specific task. Students spend an average of 41.7% on academic learning time.

When we combine what time tells us with the results of research on time we have identified important elements to improving the quality of education for our students. The role of time in school learning has always been a topic of interest to individuals in education. Learning is a function of two time variables: the time actually spent learning and the time needed to learn. Time spent on learning in a year-round school is continuous. Anderson & Walberg (1993) state the following recommendations for the extension and enhancement of learning time:

1. Extend the school year.
2. Institute alternative scheduling to meet students' interests and needs.
3. Increase students' emotional investment in their schools.
4. Offer continuous learning opportunities for students.

The year-round school calendar offers continuous learning for our students when it is adopted by our school leaders. Glines (1996b) emphasizes that year-round education provides a chance for continuous lifelong learning. Year-round education provides the student with the necessary time needed to master the skills for learning. Students are given the opportunity to master skills of learning and development continuously throughout the year-round school year.

Epstein (1992a) states students' learning and development is influenced constantly by family, school and community. This "partnership" is represented in the theoretical model, "Overlapping Spheres of Influence". "The theory of overlapping spheres of influence is designed to encourage research on the effects of specific connections of schools and families on children" (Epstein, 1992a, p.1141). According to Epstein (1992a),

> Pictorially, this model [Overlapping Spheres of Influence] is shown as spheres that can, by design, be pushed together or be pulled apart by practices and interpersonal forces in each environment. The extent of overlap is affected by time-to account for changes in the ages and grade levels of students and the influences of historic change on environments--and by behavior--to account for the background characteristics, philosophies, and practices of each environment. (p. 1140)

The external model of the spheres of influence recognizes there are some practices that schools and families conduct separately and some practices they conduct jointly in order to influence children's learning and development. The internal model of the spheres of influence recognizes the influence of the complex and essential interpersonal relations and influence patterns that occur between and among individuals at home and at school in practices that concern students' education and development. According to Epstein, Coates, Salinas, Sanders & Simon (1997),

> These social relationships maybe enacted and studied at an institutional level, when a school invites all families to an event or sends the same communications to all families and at an individual level when a parent and a teacher meet in conference or talk on the phone. (p. 3)

Epstein (1994) states, school and family partnerships help students increase their academic skills, self esteem, and positive attitudes toward learning. "Students need a learning environment that will offer unlimited challenges and continuous learning opportunities. Year-round school calendars offer this type of learning environment for students. This school calendar is the most rigid variable in time and school learning" (D. Glines, personal conversation, February 15, 1999).

History of Education

The prevailing school calendar in America today originated from an agricultural society that needed its children to assist in farming duties during the summer months. The farmers were not interested in books and sending their children off to school any time during the year. Few of the farmers had education themselves and they needed the children to help with the farming duties year round. The farmers had to send their children off to school for nine months out of the year and wanted to have the children working on the farm during the three summer months. This farming schedule was the beginning of the traditional school calendar for our educational system. As the cultural needs of society changed, the school calendar did not.

The idea of year-round education is hardly new. In 1645, children living in Dorchester, Massachusetts, attended school all year. Students went to school from 7:00 a.m. to 5:00 p.m. for the first seven months and from 8:00 a.m. to 4:00 p.m. the other five months (Piper, 1994). Year-round schools became relatively popular during the 1800s, particularly for the purpose of assimilating immigrant children into the American culture (Zykowski, Mitchell, Hough & Gavin, 1991).

In the 1900's, 12-month school calendars were implemented in school districts in Indiana, Nebraska, New Jersey, North Dakota, Pennsylvania and Tennessee. In any event, these programs were eventually eliminated by the 1930s due to a need to improve the general quality of education, lack of funds and a concern to expand the vocational education program. "It is important to note that all of these programs were abandoned at the onset of, or during the "Great Depression" of 1933 -1939. The public was not ready to pay for enrichment with tax money" (Hermansen & Grove, 1971, p. 12).

The national participation in year round schooling during the 1940's - 1950's was very limited. Scheduling difficulties, uncertainties of fiscal savings, and attending school during prime agriculture months (June, July and August) were potential reasons for lack of interest for year-round school education. Nevertheless, the United States Congress inaugurated The National Defense Education Act of 1958. This Act "infused the entire educational structure of the nation with funds for innovations, equipment and learning resources"(Hermansea & Grove, 1971, p. 522). The traditional school calendar and its effectiveness was again being questioned and the year-round school concept was now a topic for conversation.

In the early 1960's, some educators discovered the year-round school concept for the first time; others, reading educational history, considered resurrecting plans that had previously been proposed or implemented. During this period, supporters and opponents often argued over principles without realizing that a calendar change was at stake (Glines, 1995b). Educators in year-round schooling of the 1960's finally realized that it could not solve all the pedagogical problems, though offering a rescheduled school calendar would provide additional classroom space. In the late 1960's and the beginning of the early 1970's the year-round school concept was reactivated in the school districts of Missouri, Illinois, California and Minnesota. This awakening was due to increasing enrollments and inadequate financial resources from these school districts. Interest in the topic of year-round education was broadening its horizons and its first national conference was held in Fayetteville, Arkansas, in 1969. This national conference was attended by 150 business, school and university leaders who were interested in the year-round school concept.

The decade between 1970 and 1980 was an era which was volatile for year-round education. Year-round education generated much interest throughout the country during the most volatile period of the 1970's stock market patterns. This volatile atmosphere in 1972 led to the formation of the National Council on Year-

Round Education, an organization designed to provide information and assistance on the concept of year-round schools (Glines, 1995b).

During the school year 1976 - 1977 there were 539 schools participating in the year-round school calendar in the United States. By the end of the 1970's the schools participating in year-round education dropped to a national low of 287. In the early 1980's more schools began to consider year round education again, not for its space utilization but for the possible educational benefits (Glines, 1995b). Year-round education in the 1990's is growing faster then ever before. Communities are seeing the value of year-round education and parents are requesting to have their child placed in a year-round school. Fogarty (1996) states,

> Communities are now responding to current indicators suggesting that continuous schooling benefits many sectors of society. From the demands of working moms and latchkey children to school boards' insistence on fiscal responsibility, from the psychological factors that support continuous, uninterrupted learning models to the politicians' view that more time in the classroom means higher standings for our youth in the international arena, the call for year-round education is once again being heard. (p. vi)

Advantages and Disadvantages of Year-Round Education

Success or failure of any year-round education program is determined by what the mission, goals and objectives were for that program. Experiences of year-round education programs have confirmed that the success of a program is a result of its content, and the expectations for success must therefore be developed carefully. What works for one district may not work for another because school situations are different (Greenfield, 1994). All year-round programs are unique in their obstacles and interests. The advantages and disadvantages of year-round education are examples of what one might expect to encounter in any year round education program. The advantages are as follows: (1) Year-round education provides continuity of learning; (2) Parents report higher student interest and enthusiasm, improved attitudes and less boredom with year round school schedules; (3) The school building is available to the community all year; (4) Student behavior is improved; (5) Students retain more of what they learn in year round schools; (6) Students are in school and parents are working all year; (7) Shorter and frequent vacations are spread throughout the year; (8) Year-round education reduces teacher burnout; (9) Intercessions can be used for everyone's benefit; and (10) Year-round education increases student attendance. The disadvantages of year round education are as follows: (1) Year-round education requires off track students to come back to school to participate in extracurricular activities; (2) Year-round education causes conflict with students who work on farms during the summer months; (3) Staffing costs frequently increase; (4) Child care arrangements must be made year round if the student is not participating in the intercessions; (5) School building maintenance must be done on a continuous basis; (6) Children in the same families are not always on the same track: (7) Neighborhood friends and school friends are not always the same; (8) Year-round education competes with community summer programs for children; (9) Year-round education interferes with teachers attending summer school college classes; and (10) Year-round education increases space difficulties for special population programs.

Year-round education programs are feasible for many communities, and with increased exposure and input into planning such programs, family lifestyles will become adaptable and acceptable to the year-round education concept. Year-round calendars can open the door to a variety of curriculum innovations if communities will support year-round education programs. "Proponents of year-round education

state that it makes the most of learning time for all students....[as well as] positive educational outcomes to students, and additional benefits to the school community and learning environment as a whole" (Mutchler, 1996, pp-43-52).

Rationale for Year-Round Education

Year-round education is instructionally sound and has shown its worth fiscally (Ballinger, 1987). According to Glines (1996), year-round education is based upon sound or philosophical rationale. There are eight reasons that summarize the philosophical rationale for year-round education:

> **1. Continuous Learning: The concept that schools, like hospitals, are helping institutions and should never close is gaining acceptance. Students should be able to learn 12 months out of the year and not find a closed sign on the door in the middle of June. (p. 31)**
>
> **2. Employment Realities: School districts are learning that parents work in various professions 12 months out of a year and cannot take long summer vacations. (p. 31)**
>
> **3. Lifestyle Diversities: In many regions, combining employment and lifestyle preferences creates a majority of people who do not want schools closed for three months. (p. 31)**
>
> **4. Curriculum Facilities: Overcrowded schools can ease the crush on shops, rooms, labs, and outdoor space by reducing the numbers on campus during each track. Year-round education creates elbow room, eliminating overcrowding in the classroom. (p. 32)**
>
> **5. Improvement Catalysts: When adopting a continuous calendar, schools can consider organizational changes, curriculum options, facilities improvements and giving more attention to the affective domain. (p. 32)**
>
> **6. Community Enhancements: Year-round education has been enhancing communities through the adoption of 12 months of continuous**

> learning in the schools. Preliminary evaluation has indicated that there is great potential for reducing the drop out rate and for increasing student skill and knowledge levels. (p. 32)
>
> 7. People Considerations: Year-round education offers a "continuous home/role model" for part of most days every month. All socio-economic levels benefit from year-round education. (p. 33)
>
> 8. Personal Choices: Year-round education should be a win-win decision; both year round and traditional nine-month schools should be offered to the community. (p. 33)

Glines (1996) also states the philosophical rationale of year-round education relates to the quality of life.... "it fits the needs and preferences of the family unit....[it offers] opportunities for continuous lifelong learning which are becoming an essential characteristic as the world edges into the 21st Century" (p. 23).

Student Achievement

Parent Attitudes & Parent Involvement

Research suggests that parent actions in the home and the psychological process of creating positive expectations and attitudes are likely to affect the school performance of a child (Henderson, 1987). The results of the studies in Table 2 indicate positive student gains in math and reading skills for students who attend year-round schools compared to students who attend a traditional school.

Table 2.

Student Achievement Year-Round Schools Compared to Traditional Schools

School-District	Plan	Population	Comparison Group	Year Studied	Tests used	Results
Calisle Elem Plano, Tx	45/10 ST	Gr. 3-5	3 traditional schools in district	1991-1992	ITBS NAPT Cog At	Gr. 5 Math +
San Diego City Schools, CA	45/15 ST	Gr. 5	13 traditional Grade 5	1992 Post Test only	ASAT	Read + Math +
Duval County Fla.	60/15 ST - MT	Gr. K-5	3 traditional Grades K-5	1991-1992 1992-1993	CTBS	Read + Math +
West Carrollton, Ohio	45/15 ST	Gr. 2	30 students traditional Gr.2	1993	Gates Mac Giniti Test	Miniuim gains for YRE students.
Texarkana IS Texarkana, TX	45/15 ST	K - 5 K - Center	500 students traditional	1992	CAT	Read + Math +

Note. **The gains noted are (cited by Winters, 1995, pp. 6 -7).**

"Although the preponderance of earlier studies (pre-1985) suggested no achievement advantage associated with year-round scheduling, district planners need to be aware that more recent reports, [as cited by Winters (1995)], do suggest that students have higher achievement gains in year-round schools" (Six, as cited in Winters, 1995, p. 3). Kellaghan, Sloane, Alvarez and Bloom (1993) reported when a parent is interested in their child's education the child's academic achievements in school increase. Year-round education is an increasingly attractive concept for state and local policy makers who are seeking new ways of addressing how to improve student learning outcomes and achievement gains (Mutchler, 1993).

Research conducted by Melnick and Fiene (1990) examined relationships between parent involvement and student achievement, determined that increased parent involvement not only contributed to positive school perceptions but was related to improved academic performance of elementary students as measured by the Iowa Test Basic Score. "Schools which are open to their communities, and have high level of community support, have students who are more proficient in reading and math" (Henderson, 1989, as cited by Arizona Department of Education, p. 8). Students whose parents or guardians help them at home and stay in touch with the school score higher than students of similar aptitude and family background whose parents or guardians are not involved.

Christenson, Rounds, and Gorney (1992) reported in research findings the following five family characteristics that effect student achievements in education: (1) parent attributions and exceptions, (2) affective home environment, (3) discipline, (4) structure for learning and (5) parent involvement. According to

Cotton and Wikelund (1989), parents can and do make a positive contribution to their child's school achievement. Christianson and Cleary (1990) reported positive outcomes are likely to occur when parents are involved in their child's education. First, students have higher grades, test scores, better behavior and positive attitudes. Secondly, students are more likely to be engaged in learning activities with a higher interest and desire to learn.

Research shows that when the involvement and attitude of a parent/guardian is more comprehensive, positive and long lasting, the greater the influence will be on their child's achievement (Henderson, 1987). Parent attitudes and parent involvement in education has a direct positive effect on student achievement (Kagan, 1984). Henderson (1987) stated when parents place an importance on their child's learning and education they are eliciting positive attitudes that are essential to their child's achievement in school. Research shows parents' attitudes and expectations affect their children's academic achievements (Entwisle & Hayduk, 1988).

Attitudes of Parents Toward Education & Year-Round Education

Parents and guardians who have not experienced year-round education will have concerns about the possible effects it might have on their child's educational ability and the family's lifestyle. The facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator (the parent) and the learner (the student/child). How children perceive adult behaviors and attitudes affects their own behavior and attitude. Children respond to adults' sensitivities and biases, and often incorporate these as part of

their own way of thinking, thus possibly creating false impressions on their achievement test results.

According to Munro (1969) "children who get a generous share of parental attention make a better showing in intelligence tests" (p. 89). Student performances can be positively influenced by the student's socio-economical environment; family, peer, teacher relationships; and the ability of the student to always do their very best academically. Parental/guardian attitudes and involvement in the year-round education process have the ability to directly affect the student's performance ability. "It is critical that educators ask parents how they want to be involved in their Parent involvement in a child's education is a major factor improving school effectiveness, the quality of education, and a child's academic success" (Arizona Department of Education, 1989, p. 9).

According to Brown (1989), when parents are involved in their children's education, both children and parents are likely to benefit. Researchers report that parent participation in their children's schooling frequently enhances children's self esteem, improves the children's academic achievement, and helps the parents to develop positive attitudes toward the school. Epstein (1982) found fifth-grade students with teachers and parents who worked together had more positive attitudes toward school, regular homework habits, and more similarity and familiarity between school and home. Attitudes must be considered along with abilities and interests in setting up educational goals (Downie, 1967).

According to Krech and Crutchfield (1948) individual parent attitudes may vary by: 1) direction and extremity; 2) saliency; 3) strength; 4) cognitive

differentiation; 5) action orientation, and 6) variability. Around this perspective, the Affect-Cognition Model has been formulated. The model considers "attitude to be the result of linking certain values (seen as ends) with certain cognition's (seen as means)" (Jones & Gerard, 1967, p. 163).

Garry (1970) stated,

> Attitudes are set to respond positively or negatively to given objects, persons, or events, when values and ideals are learned goals to which the individual is emotionally committed parents are committed to their child's well-being. All individuals possess cognitive, as well as affective features. (p. 510)

"Attitudes change, of course, but those demonstrated at any one time affect those children exposed to them" (Barbour & Barbour, 1997, p. 5). Attitudes are considered important outcomes of schooling and even indicators of how well school systems are performing (Spaulding, 1989). "Surveys are designed to discover existing conditions related to learning....and are more often concerned with attitudes" (Travis, 1978, p. 352).

Downie (1967) suggests,

> There are reasons why it is important that we study or evaluate attitudes. First, the acquisition of desirable attitudes is one of the major objectives found in all lists of school aims. Secondly, if an individual is to live effectively in our democratic society, he must possess those attitudes that will lead to this effective living. (p. 402)

How parents or teachers view their roles will affect the socialization and learning of children under their supervision. Current parental attitudes become progressively more important as the year-round education programs continue to expand across the country.

Worten & Zsiray (1994), stated the following studies on previous parental attitudes on year-round education:

Table 3.

Previous Parental Attitudes on Year-Round Education

Year	Site	Parent Attitude
1990	Cache County, Utah	58% positive
1989	Utah – State Office of Education	78% positive
1987	CA – State Department of education	Positive
1986	Springfield, Illinois.	Positive
1983	Bethal, Washington	66% positive
1980	Hillsboro, Oregon	Positive
1978	Pajaro Valley, CA	70% positive
1976	Arkansas Schools	Positive
1974	Virginia Beach, VA	Positive

Note. The results of these studies show positive parental support of year-round education for children (Worten & Zsiray, 1994).

Time has the ability to change attitudes, and a current study on year-round education is necessary to determine its position in the area of education. Understanding and explaining how specific attitudes are formed and how they change in a school environment is always of interest to school leaders. Investigating attitudes and trying to understand what they are, how they function, where they develop, and how they change permeates our educational research (Kifer, 1992).

Year-Round Education in North Carolina

North Carolina's first public school was instituted in 1840. The first six-month school term in North Carolina public schools was established in 1919. This school term offered children opportunities to attend public school for six months during a 12-month calendar year. In 1933, the General Assembly of North Carolina enacted the eight-month school term. The additional two months permitted the educators to offer concentrated classes for students' educational achievements. However, this eight-month school term was not academically sufficient for the students and, in 1943, the General Assembly of North Carolina instituted the current traditional nine-month, 180-day school calendar. In 1960, North Carolina Governor Luther Hodges commissioned a group to study the feasibility of expanding the school calendar from nine months to ten months, and expanding the educational opportunities provided by the state of North Carolina. The study commission made the following recommendations for North Carolina's public schools: North Carolina's public schools should offer preschool/kindergarten programs, expand opportunities for summer school, and expand to a 10-month school calendar. The commission carefully reviewed the options for and against a 10-month, four quarter calendar that constituted a year-round approach to the school calendar', but the year-round concept was not implemented.

In 1973, State Superintendent of Public Instruction, A. Craig Phillips assigned the Division of Research and Development to an educational study. This study examined the concept of restructuring the school calendar towards year-round education. The Division of Research and Development (1973) issued the following considerations as a result of the study:

> 1. ...The evidence available makes it clear that even though year-round use of facilities may lessen certain expenses temporarily, a program of continuous

> education for all youth in a community, in most instances, will be more expensive than current programs. (p. 1)
>
> 2. ...It is likely that many school administrative units in North Carolina will move toward some form of the extended school term within the next few years as one viable approach toward improving educational experiences for the youth of the State. It is likely, also, that this approach, when implemented, will afford additional opportunities for the schools to account for their educational responsibilities for holding students and preparing them to live full lives as well as to make a living. (p. 2)
>
> 3. ...It should be remembered that no single plan for extending the school year will meet the needs of every community. As a result, the year-round school, or whatever modification seems most feasible, should be allowed to evolve in many indigenous forms. This innate flexibility will enable each community to initiate and plan in terms of local needs, desires, and resources....(p. 4)
>
> 4. ...It should be remembered that no year-round plan will be free from operational defects and emotional difficulties from the outset, no matter how intelligent and comprehensive the pre-planning. Cooperative refinements in concept and in operational and administrative procedures will be necessary on a continuing basis if the year-round school is to serve its intended purposes. (p. 4-5)

These recommendations were considered and not implemented.

In North Carolina, the policy of The State Board of Education (as cited by North Carolina Department of Public Instruction, 1991),

> Encourages and supports local efforts to implement year-round education models in local education agencies. The State Board of Education believes that the study and implementation of alternative school calendars, accompanied by

> other sound but imaginative non-traditional instructional practices, can contribute significantly to school improvement in North Carolina. Over the next several years each local education agency is urged to explore the possibility of instituting a year-round education calendar in at least one school site to determine its impact on student outcomes, faculty use, capital and operating cost, and community support. (p. 1)

Summary

A review of literature did not reveal any current (1998) study that examined attitudes of parents/guardians on year-round education. The literature pointed to the theoretical rationale of time and school learning, history of year-round education, advantages and disadvantages of year-round education, rationale for year-round education, student achievement, parent attitudes and parent involvement, attitudes of parents toward education and year-round education, year-round education in North Carolina.

Parents and guardians have the capacity to encourage a steady, positive attitude for year-round education on a consistent basis for the children. "The parent is the child's first and most enduring teacher. Schools need to build upon that role. A strong partnership between the home and school is needed if quality education is to be provided to all children" (Arizona Department of Education, 1989, p. 6). Year-round education has the ability to provide a strong home-school partnership. Home-school communication through the use of a survey instrument allows for the exchange of information between the parent, guardian, teacher, and school. This communication serves as the foundation for all other home-school partnership activities. (Chrispeels, 1987).

Parent/guardian attitudes and expectations toward their child's year-round education needs to be constantly monitored. This open communication is a check and balance system for the entire community which allows for changes and

corrections if necessary. When a parent or guardian perceives their ideas and opinions on their child's education are not being considered, support for the school system decreases. "Parents need to be convinced that their service/advice/recommendations will be thoroughly considered" (Arizona Department of Education, 1989, p. 23). Our school systems were designed to meet the developmental needs and learning skills of all students and require continuous parent/guardian, family and community feedback on a daily/yearly basis. This parental/guardian support encourages a school, family and community partnership. This term emphasizes that everyone shares in the educational responsibility of the children.

According to the National Education Commission on Time and Learning Report (1994a), children need to be encouraged by their parents to do well in school classrooms. Parental/guardian involvement in their child's school is beneficial for the educational community. Several studies recommend that parental assistance at home has important consequences for children's achievement, attendance, school adaptability and classroom behavior (Comer, 1980). Students do better academic work, have increased positive school attitudes, higher aspiration, and positive behaviors if they have parents who are aware, knowledgeable, and involved.

Research on family environment and involvement shows that children have advantages when their parents support and encourage school activities (Coleman, 1966). Parent and guardian attitudes and involvement toward their child's education are important for their child's learning, development and school success. Berger (1991) stated, our nations future is dependent upon our children who are our only hope. The learning and development of children is dependent upon parents, teachers, school leaders and the community. It is important for everyone to be involved in the educational well being of the schools attended by these children.

Regular assessment of year-round school systems will provide the opportunity for school leaders to render ongoing education readiness for students and stimulate parental, guardian, and community support for year-round schools. In the present year-round school teaching strategies, students recognize their interest aptitudes and abilities, and develop an appreciation and awareness for continuous learning in a year-round school environment. Students have the chance to experience uninterrupted academic and technological instruction in a year-round learning environment. Year-round education has the potential to expand beyond the parameters of traditional education with these invaluable possibilities. It is the responsibility of educational leaders to provide a continuous learning experience that will prepare students for the educational challenges and developments for the next millennium.

Chapter III

METHODOLOGY

The purpose of this study was to determine the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina. This chapter describes the research methodology of the study, and more specifically includes: (a) the research design; (b) the sample; (c) the instrumentation; (d) data collection procedures; and (e) analysis of the data.

Research Design

A survey was used as the research design for this study. Surveys are the most commonly used method in educational research. "Perhaps no other topic in social psychology has invited as great a volume of discussion and theorizing as the nature of attitudes. As early as 1925, J. B. Watson defined social psychology as the study of attitudes"(Oppenheim, 1966, p.162). Individual attitudes are present in individuals but not dominant most of the time; they become expressed in speech or other behavior only when the object of the attitude is perceived. Individuals may have strong attitudes for or against something and these attitudes are only expressed when a connection is made or the individual is confronted with an attitude questionnaire (Oppenheim, 1966). "The questionnaire survey is a means of eliciting the feelings, beliefs, experiences or attitudes of a sample of individuals" (Sax, 1968, p. 234).

Research shows the advantages and disadvantages of using a questionnaire survey are: Advantages (1) Surveys obtain many more responses than interviews; (2) A questionnaire presents the same items through a standardized data collection method and receive different responses in return; and (3) A survey allows respondents to take sufficient time to give thoughtful answers. Disadvantages

(1) Respondent motivation is difficult to evaluate; (2) Respondent honesty is difficult to analyze; (3) Returned surveys may represent biased samples; and (4) Illiterate respondents cannot complete the survey.

According to Travis (1978),

> Surveys concerning attitudes may be concerned not only with whether the person's attitude is positive or negative, but also the extent to which it is so. Thus, a survey of attitudes toward the schools may decide not only whether public opinion is on the positive or negative side, but also how far it is negative or positive. Such studies introduce the idea that an attitude can be measured against a scale from positive to negative and that the responses to particular items in the poll can be used to indicate how positive or negative a person's attitudes are. (p. 321)

The Sample

The sample for this study consisted of 1576 parents/guardians of students who were presently enrolled for the 1998-1999 school year in one of the six K-5 year-round schools. The K-5 Scotland County year-round schools participating in the survey are: Central Primary, Covington Street Elementary, Laurel Hill Elementary, North Laurinburg Elementary, Pate Gardner Primary and Wagram Primary. Each student was sent home with the School & Family Partnerships Survey for the parent or guardian to complete. On Monday, September 21, 1998, 553 surveys or 35% were returned completed.

Instrumentation

The instrument used in this study was the School & Family Partnerships Survey developed by Epstein and Salinas (1993). The School & Family Partnerships Survey is a self administered questionnaire designed on a one page scantron sheet (a copy is presented in Appendix A), containing nine questions and seventy-five statements which requests the parent/guardian responses on the following: 1) parent/guardian attitudes toward their children's school; 2) school subjects parents/guardians wanted to know more about; 3) the frequency of various forms of parent/guardian involvement in children's education; 4) the degree to which school programs and teacher practices informed and involved parents/guardian in children's education; 5) what workshop topics parents/guardians would select; 6) times of day parents/guardians preferred for school meetings or conferences; 7) community information desired from parent/guardian; 8) amount of time children/parent/guardian spent on homework; and 9) background information about parent/guardians education, work, and family size.

Questions one, three and four have more than one statement to answer. Questions one and three are measured on a four-point Likert scale. Question one contains seventeen statements regarding parent/guardian attitudes toward their child's school. Question three contains eighteen statements regarding parent and/or guardian involvement in their child's school. The statements in questions one and three are scored from one to four on a Likert scale.

The 17 statements in question one are scored in the following manner:

Positive

Agree Strongly With The Statement = 4

Agree A Little With The Statement = 3

Disagree A Little With The Statement = 2

Disagree Strongly With The Statement = 1

The 18 statements in question three are scored in the following manner:

Positive

Have Done This Many Times = 4

Have Done This A Few Times = 3

Have Done This One Or Two Times = 2

Do Not Do This Or Have Not Yet This Year = 1

Question four contains seventeen statements regarding how often the school communicates and involves the parent/guardian in their child's education (school-family communication). Question four is measured on a three-point scale. The statements are scored from one to three.

The 17 statements in question four are scored in the following manner:

Negative

Does not do = 3

Could do better = 2

Does this very well = 1

Question six is measured on a three-point scale and is summarized in a separate individual year-round school summary report. A copy is presented in Appendix C. Question six is scored in the following manner:

Positive

More this year than last = 3

About the same = 2

Less this year than last = 1

Questions two, five, and seven seek parent/guardian responses on receiving additional information on education topics. The parent/guardian answered from a list of various responses. Individual year-round school summary reports summarizes the frequency and percentage of responses for questions two, five and

seven on the survey. Questions eight and nine asked the parent/guardian for their response on homework situations, their child and the family. The parent/guardian choose from a list of various responses. Individual year-round school summary reports summarizes the frequency and percentage of responses for the questions eight and nine.

A study involving 2,317 parents of elementary and middle school students in inner-city Baltimore, Maryland, used the School & Family Partnerships Survey. This study yielded a correlation coefficient of 0.81 for parent attitudes towards school regarding the seventeen statements relating to question one on the survey. Question one on the survey states: We would like to know how you feel about this school right now. This will help us plan for the future. The correlation coefficient of 0.77 was yield for parent involvement regarding the eighteen statements relating to question three on the survey. Question three on the survey states: Families get involved in different ways at school or at home. Which of the following have you done this year with the oldest child you have in this school? A correlation coefficient of 0.83 was yield for parent responses of school - family communication regarding the seventeen statements relating to question four on the survey. Question four on the survey states: Schools contact families in different ways. Please mark one choice to tell if the school has done these things this year. According to Epstein, Salinas & Horsey (1994) and Epstein, (personal conservation, September 14, 1998),

> The alpha reliability formula used for the consistency of the respondents' responses on the School & Family Partnerships Survey reflects the

> intercorrelation of a set of items, accounting for variations in responses to the items. The Cronbach alpha was used since the survey includes many Likert-type items. The reliability's obtained from other School & Family Partnerships Surveys, for the parent scales range from a modest 0.44 to a very high 0.91, indicating their usefulness for research. Reliable scales that combine items that measure similar concepts permit efficient analysis of survey data. (p. 2)

The School & Family Partnerships Survey of Parents was developed and designed in 1993 for educational research and to improve the partnership between schools, families and communities. The original authors of the survey are Dr. Joyce L. Epstein and Karen Clark Salinas, John Hopkins University, Center on Families, Schools, and Children's Learning, Baltimore, Maryland. Permission was granted from the authors to the researcher, Kim Rocha Vadenais, to use the survey instrument. A copy is presented in Appendix B.

Data Collection

During the school year 1998-99, approximately 1576 students were enrolled in the Scotland County, North Carolina, year-round schools participating in this study. The principals at the participating year-round schools were given the School & Family Partnerships Survey to distribute to the K - 5 teachers at these schools. The investigator, Kim Rocha Vadenais placed all surveys in individual envelopes, taping all envelopes with security labels. The surveys were then placed in larger sealed envelopes. The surveys were grouped by grade and teacher. The larger taped envelopes were placed in security taped box(s) with the participating school's name written on the outside of the box(s). The investigator hand delivered the surveys to the Scotland County Schools Central Office. The investigator obtained a receipt for the surveys delivered from the administration of the Superintendent offices.

A school courier employed by the Scotland County School System delivered the individual school survey box(s) to the participating schools in the research. The principals of the schools participating in the research read the instructional letter addressed to the principals (a copy is presented in Appendix C), then broke the sealed survey box(s) designated for their school, counted and checked the larger white envelopes identified with the participating teacher(s) name and grade, and then placed the teacher envelopes in the teacher(s) mailbox identified with the teachers' name.

The teacher(s) read the instructions (a copy is presented in Appendix D), on the outside of the envelope, opened the envelope, counted and checked sealed surveys before removing the parent/guardian informational sheet (a copy is presented in Appendix E), resealed the larger envelope and placed surveys in a secured locked location. The teacher(s) distributed the parent/guardian informational sheet to the students on September 17, 1998 and distributed the surveys to the students in the survey sealed envelopes before close of the school day on Friday, September 18, 1998. Student(s) were instructed by the teacher(s) to hand deliver the survey to the parent or guardian when the student returned home from school on September 18, 1998. Student(s) were asked to return all completed parent/guardian surveys in sealed envelopes on Monday, September, 21, 1998. All unused survey(s) were placed in a locked location and returned to the researcher with the returned completed surveys.

The parent/guardian received the survey from the student and broke the security seal to remove the survey and instructional sheet from the envelope. The parent/guardian read the instructional sheet (a copy is presented in Appendix F) and completed the survey with the enclosed pencil. The parent/guardian then placed the completed survey in the survey envelope and sealed the envelope. The parent/guardian gave the sealed envelope to the student to return to the classroom teacher who distributed the surveys on Friday, September 18, 1998. The student returned the survey to that classroom teacher on Monday, September 21, 1998.

On Monday, September 21, 1998, the K -5 teacher(s) immediately collected the surveys from the students who returned them and placed all returned and unused surveys in a larger security survey envelope. The K - 5 teacher(s) sealed the larger survey envelope and gave them to the principal of the participating school. The principal(s) collected the larger sealed envelopes from the teachers immediately after the teachers had sealed the security survey envelopes, placed all returned surveys in survey security taped box(s) placed return label on the outside of the box(s). Return labels were addressed to the investigator, Kim Rocha Vadenais c/o Scotland County School Central Office.

The Scotland County School courier picked up all survey box(s) at the participating schools on Monday, September 21, 1998. The school courier delivered the box(s) to the Scotland County School Central Office before 3PM. on Monday, September 21, 1998. The Scotland County School administration received the box(s) and placed the box(s) in a secure location at the Scotland County Central Office. The investigator, Kim Rocha Vadenais, picked up the survey box(s) at Scotland County School Central Office at 3PM. Monday, September 21, 1998 and obtained a receipt for the survey box(s). The investigator transported the survey box(s) to Raleigh, North Carolina. The survey box(s) were opened and the individual returned sealed survey envelopes were broken to obtain the survey instrument. The survey instrument(s) were sent Fed-Ex to Data Capture Solutions, Newburyport, Massachusetts, to be scanned for results. The results were placed on a disk and returned by Fed-Ex to the investigator, Kim Rocha Vadenais. Prior to implementing these procedures, approval was granted from Gary A. Mirka, Ph.D., Chairman for the NCSU Institutional Review Board on Research Involving Human Subjects at North Carolina State University, Raleigh, North Carolina. A copy of this approval is presented in Appendix G.

Analysis of the Data

Information received from the School & Family Partnerships Survey was analyzed using Statistical Analysis Software Version 6.11 (SAS). A Likert scale measured the statements in questions 1, 3, 4 and 6. Tables summarized the analysis of the results of questions 1, 3 and 4. Frequency and percentage tables show the results of the individual statements for questions 1, 3 and 4. The survey statements in questions 2, 5, 7, 8 and 9 were computed using relative frequency distribution. Questions 9a. and 9b. were reported in frequency and percentage tables. The demographic information obtained from the survey was reported in the frequency and percentage tables, Table 4 & Table 5. Year-round school summary reports show individual school computed frequencies and percents for all questions and statements on the survey. A copy of the summary reports is presented in Appendix H.

The Cronbach Alpha formula is used for reliability. The reliability and validity of the School & Family Partnerships Survey of Parents have been established by the Epstein, Salinas & Horsey, (1994). Epstein and Salinas (1993) the developers of this instrument are viewed as leading experts in their field. "The School & Family Partnerships Survey of Parents is an instrument used in the field of education and considered to be a valid measure of parent/guardian attitudes toward schools/education" (J. Epstein, personal conservation, September 14, 1998).

Summary

This chapter describes the research methodology of the study, and more specifically includes: (a) the research design; (b) the sample; (c) the instrumentation; (d) data collection procedures; and (e) analysis of the data.

This survey study addressed parents/guardians of students who were presently enrolled for the 1998-1999 school year in one of the six K-5 year-round schools in Scotland County, North Carolina. The sample for this survey study consisted of 1576 parents/guardians; 553 surveys or 35% were returned completed.

The instrument used in this study was the School & Family Partnerships Survey developed by Epstein and Salinas (1993). Content validity and reliability of the instrument was established by Epstein, Salinas and Horsey (1994). Information received from the School and Family Partnerships Survey was analyzed using Statistical Analysis Software Version 6.11 (SAS). Data were analyzed using several statistical procedures, which included mean scores, standard deviation, standard error, correlation, frequency, percentages and Cronbach's coefficient alpha.

Chapter IV

RESULTS

The purpose of this study was to determine the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina. The sample for this study consisted of 1576 parents and/or guardians of students who were presently enrolled for the 1998-1999 school year in one of the six K-5 year-round schools. The School & Family Partnerships Survey was administered and returned completed by 553 or 35% of the parents/guardians. The six schools participating in this study are: Central Primary, Covington Street Elementary, Laurel Hill Elementary, North Laurinburg Elementary, Pate Gardner Primary and Wagram Elementary.

Preliminary Data Analysis

Parents/guardians of 553 students in six Scotland County, North Carolina, K-5 year-round calendar classrooms completed and returned the School & Family Partnerships Survey. The survey, administered in September of 1998, contained items requesting parent/guardian attitudes toward their child's school, the parent/ guardian experiences with involvement with their child's school and communications with the school.

Table 4 shows the frequencies and percentages of the characteristics of parents/guardians who returned the surveys. Families were instructed that the parent/guardian who had the most contact with the school should fill out the form, referring the answers to the oldest child attending the year-round school.

TABLE 4.

School & Family Partnerships Survey

Demographic Characteristics of Respondents N = 553

Respondents Characteristics	Frequency	Percent
Who Responded?		
Mother & Stepmother	460	83%
Father & Stepfather	32	6%
Relatives & Guardians	30	5%
Missing Responses	31	6%
TOTALS	**553**	**100%**
Highest Education Completed?		
Some High School	65	12%
High School Graduate	156	28%
Some College/Training	177	32%
College Graduate	110	20%
Missing Responses	45	8%
TOTALS	**553**	**100%**
Are you employed?		
Full Time	346	62%
Part Time	49	9%
Not Employed	131	24%
Missing Responses	27	5%
TOTALS	**553**	**100%**

Over 83% of the respondents in Table 4 are female. Other background and family characteristics showed a representative mix of the families served by Scotland County, North Carolina, schools. About one-tenth of the respondents had some high school without receiving a diploma, more then one-fourth graduated from high school and one-third had some college and training, and one-fifth graduated from college. Almost two-thirds of the respondents work full time, less then one-tenth of the respondents work part time, and almost one-fourth of the

respondents are not employed. Table 5 shows additional frequency and percentage characteristics of parents/guardians who returned the surveys.

TABLE 5.

School & Family Partnerships Survey

Additional Demographic Characteristics of Respondents N = 553

Respondents Characteristics	Frequency	Percent
Family Structure?		
One-adult home	141	26%
Two-adult home	334	60%
Three-adult home	33	6%
Four-adult home	7	1%
Five or more adult home	6	1%
Missing Responses	32	6%
TOTALS	**553**	**100%**
Children living at home?		
One	118	22%
Two	201	37%
Three	137	25%
Four	46	8%
Five or more	28	5%
Missing Responses	23	3%
TOTALS	**553**	**100%**
How many children in the family attend respondents' year-round school?		
One	288	53%
Two	166	30%
Three	55	10%
Four	9	1%
Five or more	9	1%
Missing Responses	26	5%
TOTALS	**553**	**100%**

In Table 5, over one-fourth of the respondents have one adult living at home, almost two-thirds have two adults living at home, and less then one-tenth have three or more adults living at home. More then one-fifth of the respondents have one child living at home, over one-third of the respondents have two children living at home, one-fourth of the respondents have three children living at home and over one-tenth of the respondents have four or more children living at home. Over one-half of the respondents have only one child attending the surveyed year-round school, less then one-third of the respondents have two children attending the surveyed year-round school, and more then one-tenth of the respondents have three or more children attending the surveyed year-round school.

Research Findings

The results of this study are shown in the following tables:

Table 6 shows the summary of the results obtained from question one. Question one contains seventeen statements which seek replies on the respondent's attitude toward their child's year-round school. Question one states: We would like to know how you feel about this school right now. This will help us plan for the future.

TABLE 6.

School & Family Partnerships Survey

Results of Analysis of Parent/Guardian Attitudes in Q1. Statements a-q.

School	N	NMISS	MIN	MAX	M	SD	SE	r	p
Year-Round	546	7	4	68	53	8.4	0.36	0.006	0.76

Note. N = 546 represents the number of questionnaires with at least one answer on one item; NMISS = 7 the number of questionnaires missing all items in question one; MIN = 4 the minimum value of sum of answers across all items in question one

and MAX = 68 the maximum value of sum of all valid answers. M = 53 the mean value across all questionnaires on question one; SD= 8.4 the standard deviation of all statements on question one; SE = 0.36 the standard error of the mean; $r = 0.006$ is the correlation and $p = 0.76$ estimates the reliability. The coefficient alpha ($p = 0.76$) in question one indicates the first seventeen statements on the instrument were reliable. The p-value associated with the r statistic is greater than 0.1; thus the correlation, r, is not significantly different from 0.

Table 7 shows the frequencies and percentages of the respondents' attitudes toward their child's year-round school on each of the seventeen statements associated with question one. The respondents' attitudes toward their child's year-round school can be viewed as positive in Table 7.

TABLE 7.

School & Family Partnerships Survey

Results of Parent/Guardian Attitudes - Q 1. Statements a-j. N = 553

Statement - Frequency - Percent	1	2	3	4	Missing Responses	Totals
Q1a. This is a very good school.						
Frequency	17	30	146	344	16	**553**
Percent	3%	5%	26%	63%	3%	**100%**
Q1b. The teachers care about my child.						
Frequency	13	27	148	346	19	**553**
Percent	2%	5%	27%	63%	3%	**100%**
Q1c. I feel welcome at this school.						
Frequency	17	17	114	385	20	**553**
Percent	3%	3%	21%	70%	3%	**100%**
Q1d. This school has an active parent organization.						
Frequency	10	23	144	347	29	**553**
Percent	2%	4%	26%	63%	5%	**100%**
Q1e. My child talks about school at home.						
Frequency	14	29	143	352	15	**553**
Percent	2%	5%	26%	64%	3%	**100%**
Q1f. My child should get more homework.						
Frequency	115	171	181	68	18	**553**
Percent	21%	31%	33%	12%	3%	**100%**
Q1g. Many parents I know help out at this school.						
Frequency	78	121	204	114	36	**553**
Percent	14%	21%	37%	21%	7%	**100%**
Q1h. The school and I have different goals for my child.						
Frequency	194	111	128	89	31	**553**
Percent	35%	20%	23%	16%	6%	**100%**
Q1i. I feel I can help my child in reading.						
Frequency	14	11	76	439	13	**553**
Percent	2%	2%	14%	80%	2%	**100%**
Q1j. I feel I can help my child in math.						
Frequency	15	18	114	392	14	**553**
Percent	3%	3%	21%	71%	2%	**100%**

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following: 1 = Disagree strongly with the statement, 2 = Disagree a little with the statement, 3 = Agree a little with the statement and 4 = Agree strongly with the statement.

Table 7 shows 63% of the respondents agreed strongly with the statements, (Q1a.) the school their child attends is a very good year-round school and (Q1b.) the teachers in the year-round school care about their child. Seventy percent of the respondents agreed strongly to statement (Q1c.) of feeling welcomed at their child's year-round school, 63% agreed strongly to statement (Q1d.) the year-round school has an active parent organization, 64% agreed strongly to statement (Q1e.) their child talks about school at home, 33% agreed a little with statement (Q1f.) regarding their child receiving more homework, 37% agreed a little with statement (Q1g.) many parents they know help out at the year-round school, 35% of the respondents disagreed strongly with statement (Q1h.) the school and the respondent has different goals for their child, 80% of the respondents agreed strongly with statement (Q1i.) they can help their child in reading, and 71% of the respondents agreed strongly with statement (Q1j.) they can help their child in math.

Table 8 shows the frequencies and percentages of the respondents' attitudes toward their child's year-round school on each of the seventeen statements associated with question one. The respondents' attitudes toward their child's year-round school can be viewed as positive in Table 8.

TABLE 8.

School & Family Partnerships Survey

Results of Parent/Guardian Attitudes - Q 1. Statements k-q. N = 553

Statement - Frequency - Percent	1	2	3	4	Missing Responses	Totals
Q1k. I could help my child more if the teacher gave me more ideas.						
Frequency	91	123	175	145	19	**553**
Percent	17%	22%	32%	26%	3%	**100%**
Q1l. My child is learning as much as he/she can at this school.						
Frequency	42	84	134	270	23	**553**
Percent	8%	15%	24%	49%	4%	**100%**
Q1m. Parents at this school get involved more in the younger grades.						
Frequency	72	98	207	130	46	**553**
Percent	13%	18%	37%	24%	8%	**100%**
Q1n. This school is known for trying new programs.						
Frequency	27	62	188	237	39	**553**
Percent	5%	11%	34%	43%	7%	**100%**
Q1o. This school views parents as important partners.						
Frequency	25	24	130	356	18	**553**
Percent	5%	4%	23%	65%	3%	**100%**
Q1p. The community supports this school.						
Frequency	29	47	175	272	30	**553**
Percent	4%	9%	32%	50%	5%	**100%**
Q1q. This is one of the best schools for students and for parents.						
Frequency	34	46	187	268	18	**553**
Percent	6%	8%	34%	49%	3%	**100%**

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following:

1 = Disagree strongly with the statement, 2 = Disagree a little with the statement,

3 = Agree a little with the statement and 4 = Agree strongly with the statement.

Table 8 shows over 32% of the respondents agreed a little with statement (Q1k.) they could help their child more if the teacher gave me more ideas, 49% of the respondents agreed strongly with statement (Q1l.) their child is learning as much as he/she can at this school, 37% of the respondents agreed a little with statement (Q1m.) parents at this school get involved more in the younger grades, 43% of the respondents agreed strongly with statement (Q1n.) their child's school is known for trying new programs, 65% of the respondents agreed strongly with statement (Q1o.) their child's school views parents as important partners, 50% of the respondents agreed strongly with statement (Q1p.) the community supports the school, and 49% of the respondents agreed strongly with statement (Q1q.) the school is one of the best schools for students and for parents.

Table 9 shows the summary of the results obtained from question three. Question three contains eighteen statements which seek replies from the respondents on how often do they, the parent/guardian, get involved with their child's year-round school. Question three states: Families get involved in different ways at school or at home. Which of the following have you done this year with the oldest child you have in this school?

TABLE 9.

School & Family Partnerships Survey

Results of Analysis of Parent/Guardian Involvement in Q3. Statements a-r.

School	N	NMISS	MIN	MAX	M	SD	SE	r	p
Year-Round	540	13	4	72	53	9.3	0.40	0.004	0.67

Note. N = 540 represents the number of questionnaires with at least one answer on one item; NMISS = 13 the number of questionnaires missing all items in question three; MIN= 4 the minimum value of sum of answers across all items in question three and MAX= 72 is the maximum value of sum of all valid answers. M = 53 is the mean value across all questionnaires on question three; SD = 9.3 the standard deviation; SE = 0.40 the standard error of the mean; r = 0.004 is the correlation and p = 0.67 estimates the reliability. The coefficient alpha (p = 0.67) in question three indicates the eighteen statements in question three were reliable. The p-value associated with the r statistic is greater than 0.1; thus, the correlation, r, is not significantly different from 0.

Table 10 shows the frequencies and percentages of the respondents' replies on how often they (the parent/guardian) get involved with their child's year-round school on each of the eighteen statements associated with question three. The respondent's involvement with their child's year-round school can be seen as active.

TABLE 10.

School & Family Partnerships Survey

Results of Parent/Guardian Involvement Q 3. Statements a-h. N = 553

Statement - Frequency - Percent	**1**	**2**	**3**	**4**	**Missing Responses**	**Totals**
Q3a. Talk to my child about school.						
Frequency	6	9	40	481	17	**553**
Percent	1%	2%	7%	87%	3%	**100%**
Q3b. Visit my child's classroom.						
Frequency	112	114	159	147	21	**553**
Percent	20%	21%	29%	26%	4%	**100%**
Q3c. Read to my child.						
Frequency	23	25	123	357	25	**553**
Percent	4%	5%	22%	64%	5%	**100%**
Q3d. Listen to my child read.						
Frequency	14	6	42	466	25	**553**
Percent	3%	1%	8%	83%	5%	**100%**
Q3e. Listen to a story my child wrote.						
Frequency	90	36	84	312	31	**553**
Percent	16%	7%	15%	56%	6%	**100%**
Q3f. Help my child with homework.						
Frequency	12	9	31	481	20	**553**
Percent	2%	2%	6%	87%	3%	**100%**
Q3g. Practice spelling or other skills before a test.						
Frequency	68	15	66	380	24	**553**
Percent	12%	3%	12%	69%	4%	**100%**
Q3h. Talk to my child about a TV show.						
Frequency	34	71	152	271	25	**553**
Percent	6%	13%	27%	49%	6%	**100%**

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following: 1 = Do not do this or have not yet this year, 2 = Have done this one or two times this year, 3 = Have done this a few times this year and 4 = Have done this many times this year.

Table 10 shows 87% of the respondents in (Q3a.) have talked to their child many times this year about school, 29% of the respondents in (Q3b.) have visited their child's classroom this year many times this year, 64% of the respondents in (Q3c.) have read to their child many times this year, 83% of the respondents in (Q3d.) have listened to their child read many times this year, 56% of the respondents in (Q3e.) have listened to a story their child wrote many times this year, 87% of the respondents in (Q3f.) have helped their child with homework many times this year, 69% of the respondents in (Q3g.) have practiced spelling or other skills before a test many times this year, and 49% of the respondents in (Q3h.) have talked to their child about a TV show many times this year.

Table 11 shows the frequencies and percentages of the respondents' replies on how often they (the parent/guardian) get involved with their child's year-round school on each of the eighteen statements associated with question three. Table 11 shows the respondent's involvement with their child's year-round school can be seen as active.

TABLE 11.

School & Family Partnerships Survey

Results of Parent/Guardian Involvement - Q 3. Statements i-r. N=553

Statement - Frequency - Percent	1	2	3	4	Missing Responses	Totals
Q3i. Help my child plan time for homework & chores.						
Frequency	20	25	69	416	23	**553**
Percent	4%	5%	12%	75%	4%	**100%**
Q3j. Talk with my child's teacher at school.						
Frequency	95	128	130	173	27	**553**
Percent	17%	23%	24%	31%	5%	**100%**
Q3k. Talk with my child's teacher on the phone.						
Frequency	299	110	60	53	31	**553**
Percent	54%	20%	11%	10%	5%	**100%**
Q3l. Go to PTA/PTO meetings.						
Frequency	350	82	46	49	26	**553**
Percent	64%	15%	8%	8%	5%	**100%**
Q3m. Check to see that my child has done his/her homework.						
Frequency	13	3	20	495	22	**553**
Percent	2%	1%	4%	90%	3%	**100%**
Q3n. Volunteer at school or in my child's classroom.						
Frequency	380	43	37	62	31	**553**
Percent	68%	8%	7%	11%	6%	**100%**
Q3o. Go to special events at school.						
Frequency	218	96	92	118	29	**553**
Percent	40%	17%	16%	22%	5%	**100%**
Q3p. Take my child to a library.						
Frequency	217	101	106	104	25	**553**
Percent	40%	18%	19%	18%	5%	**100%**
Q3q. Take my child to special places or events in the community.						
Frequency	88	84	138	218	25	**553**
Percent	16%	15%	25%	39%	5%	**100%**
Q3r. Tell my child how important school is.						
Frequency	9	9	24	490	21	**553**
Percent	2%	2%	4%	88%	4%	**100%**

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following: 1 = Do not do this or have not yet this year, 2 = Have done this one or two times this year, 3 = Have done this a few times this year and 4 = Have done this many times this year.

Table 11 shows 75% of the respondents in (Q3i.) have helped their child plan time for homework and chores many times this year, 31% of the respondents in (Q3j.) have talked with their child's teacher at school many times this year, 54% of the respondents in (Q3k.) have not yet spoken with their child's teacher on the phone this year, 64% of the respondents in (Q3l.) have not yet attended a PTA/PTO meeting this year, 90% of the respondents in (Q3m.) have checked many times this year to see if their child has done his/her homework, 68% of the respondents in (Q3n.) have not yet volunteered at their child's school or in the classroom, 40% of the respondents in (Q3o.) have not yet attended any special events this year at their child's school, 40% of the respondents in (Q3p.) have not yet taken their child to the library this year, 39% of the respondents in (Q3q.) have taken their child to special places or events in the community many times this year and 88% of the respondents in (Q3r.) have talked to their child many times this year about how important school is.

Table 12 shows the summary of the results obtained from question four. Question four contains seventeen statements which seek replies from the respondents on how often the year-round school contacts and involves the parent/ guardian in their child's education. Question four states: Schools contact families in different ways. Please mark one choice to tell if the school has done these things this year.

TABLE 12.

School & Family Partnerships Survey

Results of Analysis of School-Family Communication Q4. Statements a-q.

School	N	NMISS	MIN	MAX	M	SD	SE	r	p
Year-Round	542	11	2	51	40	8.8	0.38	0.013	0.87

Note. N = 542 represents the number of questionnaires with at least one answer on one item; NMISS = 11 the number of questionnaires missing all items in question four; MIN = 2 the minimum value of sum of answers across all items in question four and MAX = 51 is the maximum value of all valid answers. M = 40 is the mean value across all questionnaires on question four; SD = 8.8 is the standard deviation; SE = 0.38 is the standard error of the mean; r = 0.013 is the correlation and p = 0.87 estimates the reliability The coefficient alpha (p = 0.87) in question four indicates the seventeen statements in question four were reliable. The p-value associated with the r statistic is greater than 0.1; thus, the correlation, r, is not significantly different from 0.

Table 13 shows the frequencies and percentages of the respondents' replies on how often the year-round school contacts and involves the parent/guardian in their child's education on each of the seventeen statements affiliated with question four. Table 13 shows the respondents' replies indicating their child's year-round school communicates and involves the parent/guardian very well.

Table 13.

School & Family Partnerships Survey

Results of School-Family Communication - Q 4. Statements a-g. N = 553

Statement - Frequency - Percent	1	2	3	Missing Responses	Totals
Q4a. Help me understand my child's stage of development.					
Frequency	82	175	275	21	**553**
Percent	15%	31%	50%	4%	**100%**
Q4b. Tell me how my child is doing in school.					
Frequency	29	137	372	15	**553**
Percent	5%	25%	67%	3%	**100%**
Q4c. Tell me what skills my child needs to learn each year.					
Frequency	76	158	299	20	**553**
Percent	14%	28%	54%	4%	**100%**
Q4d. Have parent-teacher conference with me.					
Frequency	29	77	422	25	**553**
Percent	5%	14%	76%	5%	**100%**
Q4e. Explain how to check my child's homework.					
Frequency	200	125	189	39	**553**
Percent	36%	23%	35%	6%	**100%**
Q4f. Send home news about things happening at school.					
Frequency	23	89	420	21	**553**
Percent	4%	16%	76%	4%	**100%**
Q4g. Give me information about how report card grades are earned.					
Frequency	118	156	247	32	**553**
Percent	21%	27%	46%	6%	**100%**

Note. The numeric legend representing 1, 2 & 3 corresponds with the following:

1 = School does not do this, 2 = School does this, but could do better and

3 = School does this very well.

Table 13 shows 50% of the respondents in (Q4a.) agree the school does very well in helping the parent/guardian understand the child's stage of development, 67% of the respondents in (Q4b.) agree the school does very well in telling the parent/guardian how their child is doing in school, 54% of the respondents in (Q4c.) agree the school does very well in telling the parent/guardian what skills their child needs to learn each year, 76% of the respondents in (Q4d.) agree the school does very well in having parent-teacher conferences, 36% of the respondents in (Q4e.) agree the school does not explain how to check their child's homework, 76% of the respondents in (Q4f.) agree the school does very well in sending home news about things happening at school and 46% of the respondents in (Q4g.) agree the school does very well in giving the parent/guardian information how report card grades are earned.

Table 14 shows the frequencies and percentages of the respondents' replies on how often the year-round school contacts and involves the parent/guardian in their child's education on each of the seventeen statements affiliated with question four. In Table 14 the respondents' replies show their child's year-round school communicates and involves the parent/guardian very well.

TABLE 14.

School & Family Partnerships Survey

Results of School-Family Communication - Q 4. Statements h-l. N = 553

Statement – Frequency – Percent	1	2	3	Missing Responses	Totals
Q4h. Assign homework that requires my child to talk with me about things learned in class.					
Frequency	81	164	282	26	**553**
Percent	14%	30%	51%	5%	**100%**
Q4i. Send home clear notices that I can easily read.					
Frequency	32	100	393	28	**553**
Percent	6%	18%	71%	5%	**100%**
Q4j. Contact me if my child is having problems.					
Frequency	54	96	375	28	**553**
Percent	10%	17%	68%	5%	**100%**
Q4k. Invite me to programs at school.					
Frequency	36	77	412	28	**553**
Percent	6%	14%	75%	5%	**100%**
Q4l. Contact me if my child does Something well or improves..					
Frequency	119	141	267	26	**553**
Percent	22%	25%	48%	5%	**100%**

Note. The numeric legend representing 1, 2 & 3 corresponds with the following: 1 = School does not do this, 2 = School does this, but could do better and 3 = School does this very well.

Table 14 shows 51% of the respondents in (Q4h.) agree the school does very well in having homework assigned that requires my child to talk with me about things learned in class, 71% of the respondents in (Q4i.) agree the school does very

well in sending clear notices home for the parent and/or guardian to read, 68% of the respondents in (Q4j.) agree the school does very well in contacting the parent/ guardian if their child is having problems, 75% of the respondents in (Q4k.) agree the school does very well in inviting the parent/guardian to programs at school and shows 48% of the respondents in (Q4l.) agree the school does very well in contacting the parent/guardian if their child does something well or improves,

Table 15 shows the frequencies and percentages of the respondents' replies on how often the year-round school contacts and involves the parent/guardian in their child's education on each of the seventeen statements affiliated with question four. In Table 15 the respondents' replies show their child's year-round school communicates and involves the parent/guardian very well.

TABLE 15.

School & Family Partnerships Survey

Results of School-Family Communication - Q 4. Statements m-q. N = 553

Statement – Frequency – Percent	1	2	3	Missing Responses	Totals
Q4m. Ask me to volunteer at the school.					
Frequency	105	107	312	29	**553**
Percent	19%	19%	57%	5%	**100%**
Q4n. Invite me to PTA/PTO meetings.					
Frequency	38	79	411	25	**553**
Percent	7%	14%	74%	5%	**100%**
Q4o. Ask me to help with fund raising.					
Frequency	56	69	398	30	**553**
Percent	10%	12%	73%	5%	**100%**
Q4p. Include parents on school committees such as curriculum, budgets & school improvements.					
Frequency	139	144	221	49	**553**
Percent	25%	26%	40%	9%	**100%**
Q4q. Provide information on community services that I may use.					
Frequency	177	137	199	40	**553**
Percent	32%	24%	37%	7%	**100%**

Note. The numeric legend representing 1, 2 & 3 corresponds with the following:

1 = School does not do this, 2 = School does this, but could do better and

3 = School does this very well.

Table 15 shows 57% of the respondents in (Q4m.) agree the school does very well in asking the parent/ guardian to volunteer at the school, 74% of the respondents in (Q4n.) agree the school does very well in inviting the parent/guardian to PTA/PTO meetings, 73% of the respondents in (Q4o.) agree the school does very well in asking the parent/ guardian to help with fund raising, 40% of the respondents in (Q4p.) agree the school does very well to include parents/guardians on school committees such as curriculum, budgets and school improvements, and 37% of the respondents in (Q4q.) agree the school does very well in providing information on community services that the parent/guardian may want to use. Table 16 shows the frequency and percentages of the parent/guardian responses to (Q9a): How is your oldest child at this school doing in schoolwork?

TABLE 16.

School & Family Partnerships Survey

Academic Rating Of Year-Round School Students - Q9a. N = 553

	Top Student	Good Student	OK/Avg. Student	Fair Student	Poor Student	Missing Responses	Totals
Frequency	115	230	121	50	7	30	**553**
Percent	21%	42%	22%	9%	1%	5%	**100%**

Forty-two percent of the respondents in Table 16 rate their child as being an academically good student in their year-round school, 22% rate their child as being an OK / Average student in their year-round school, 21% rate their child as being an academically top student in their year-round school, and 10% rate their child as being an academically fair or poor student. Table 17 shows the frequency and percentages of the parent/ guardian responses to (Q9b.): How does your oldest child at this school like school this year?

TABLE 17.

School & Family Partnerships Survey

Rating Results Of Children Liking Year-Round School - Q9b. N = 553

	Likes A LOT	Likes A LITTLE	Does Not LIKE MUCH	Does Not LIKE AT ALL	Missing Responses	Totals
Frequency	354	124	28	16	31	**553**
Percent	64%	22%	5%	3%	6%	**100%**

Sixty-four percent of the respondents in Table 17 report their child likes the year-round school they attend a lot, 22% of the respondents report their child only likes the year-round school they attend a little, and 10% of the respondents report their child does not like year-round schools.

Chapter V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to determine the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina. The following research question provided a focus for the study:

What are the attitudes of parents/guardians toward year-round schools in Scotland County, North Carolina?

Summary of Procedures

The sample for this study consisted of parents/guardians of students who were presently enrolled for the 1998-1999 school year in one of the six K-5 year-round schools located in Scotland County, North Carolina. This was a survey study consisting of 1576 parents/guardians. The School & Family Partnership Survey was administered and returned completed by 553 or 35% of the parents/guardians. Content validity and reliability of the instrument was established by Epstein, Salinas & Horsey, (1994). Information received from the School and Family Partnerships Survey was analyzed using Statistical Analysis Software Version 6.11 (SAS). Data were analyzed using several statistical procedures, which included mean scores, standard deviation, standard error, correlation, frequency, percentages and Cronbach's coefficient alpha.

The K - 5 year-round teacher(s) distributed the parent/guardian informational sheet to the students on September 17, 1998, and distributed the surveys to the students in the survey sealed envelopes before close of the school day on Friday, September 18, 1998. Student(s) were instructed by the teacher(s) to hand deliver the survey to the parent/guardian when the student returned home from school on September 18, 1998. Student(s) were asked to return all completed parent/guardian surveys in sealed envelopes on September 21, 1998. The parent/guardian received the survey from the student, broke the security seal to remove the survey and instructional sheet from the envelope. The parent/guardian read the instructional sheet and completed the survey with the enclosed pencil. The parent/guardian then placed the completed survey in the survey envelope and sealed the envelope. The parent/ guardian gave the sealed envelope to the student to return to the classroom teacher who distributed the surveys on Friday, September 18, 1998. The student returned the survey to that classroom teacher on Monday, September 21, 1998.

Summary of the Findings

The data were obtained from 553 parent/guardian respondents of students who were enrolled for the 1998-1999 school year in one of the six K-5 year-round schools located in Scotland County, North Carolina. Analysis of the data for the School & Family Partnership Survey of this study showed, on Table 18, Table 19 and Table 20 the total mean frequencies and percentages of the parent/guardian respondents' attitude toward year-round schools in Scotland County, North Carolina, to be viewed as positive; the parent/guardian can be seen as active in their child's year-round school; and the year-round school the child attends communicates and involves the parent/guardian very well.

Table 18 shows the summary of the mean frequencies and percentages of the respondents' attitudes toward their child's year-round school on each of the seventeen statements associated with question one. Question one contains seventeen statements which seek replies on the respondent's attitude toward their child's year-round school. Question one states: We would like to know how you feel about this school right now. This will help us plan for the future. The respondents' attitudes toward their child's year-round school can be viewed as positive.

TABLE 18.

School & Family Partnerships Survey

Mean = (M) Summary of Parent/Guardian Attitudes Q 1. Statements a-q. N=553

	Numeric Legend				Missing Responses	Totals
	1	2	3	4		
M Frequency	47	61	153	268	24	553
M Percent	8%	11%	28%	49%	4%	100%

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following: 1 = Disagree strongly with the statement, 2 = Disagree a little with the statement, 3 = Agree a little with the statement and 4 = Agree strongly with the statement.

M = mean

Table 18 shows 49% of the respondents or 268 individuals agree strongly with the seventeen statements associated with question one; 49% of the respondents attitudes toward their child's year-round school can be view as positive, 28% of the respondents or 153 individuals agree a little with the seventeen statements associated with question one, 11% of the respondents or 61 individuals disagree a little with the seventeen statements associated with question one, 8% of the respondents or 47 individuals disagree strongly with the seventeen statements associated with question one and 4% of the respondents or 24 individuals did not respond to one or more of the seventeen statements associated with question one.

Table 19 shows the summary of the mean frequencies and percentages of the respondents' replies on how often do they (the parent/guardian) get involved with their child's year-round school on each of the eighteen statements associated with question three. Question three states: Families get involved in different ways at school or at home. Which of the following have you done this year with the oldest child you have in this school? The respondent's involvement with their child's year-round school can be seen as active.

TABLE 19.

School & Family Partnerships Survey

Mean (M) Summary of Parent/Guardian Involvement - Q 3. Statements a-r. N = 553

	Numeric Legend				Missing Responses	Totals
	1	2	3	4		
M Frequency	113	54	79	282	25	553
M Percent	20%	10%	14%	51%	5%	100%

Note. The numeric legend representing 1, 2, 3 & 4 corresponds with the following: 1 = Disagree strongly with the statement, 2 = Disagree a little with the statement, 3 = Agree a little with the statement and 4 = Agree strongly with the statement.
M = mean

Table 19 shows 51% of the respondents or 282 individuals agree strongly with the eighteen statements associated with question three; 51% of the respondents are actively involved with their child's year-round school, 14% of the respondents or 79 individuals agree a little with the eighteen statements associated with question three, 10% of the respondents or 54 individuals disagree a little with the eighteen statements associated with question three, 20% of the respondents or 113 individuals disagree strongly with the eighteen statements associated with question three and 5% of the respondents or 25 individuals did not respond to one or more of the eighteen statements associated with question three.

Table 20 shows the summary of the mean frequencies and percentages of the respondents' replies on how often the year-round school contacts and involves the parent/ guardian in their child's education on each of the seventeen statements affiliated with question four. Question four states: Schools contact families in different ways. Please mark one choice to tell if the school has done these things this year. The responses show the child's year-round school communicates and involves the parent/guardian very well.

TABLE 20.

School & Family Partnerships Survey

Mean (M) Summary of School-Family Communication Q4. Statements a-q. N = 553

	Numeric Legend			Missing Responses	Totals
	1	2	3		
M Frequency	83	119	323	28	553
M Percent	15%	21%	59%	5%	100%

Note. The numeric legend representing 1, 2 & 3 corresponds with the following: 1 = School does not do this, 2 = School does this, but could do better and 3 = School does this very well. M = mean

Table 20 shows 59% of the respondents or 323 individuals agree the school does very well with the seventeen statements associated with question four; 59% of the respondents responses agree their child's year-round school communicates and involves the parent/guardian very well, 21% of the respondents or 119 individuals agree the school does this, but could do better with the seventeen statements associated with question four, 15% of the respondents or 83 individuals agree the school does not do this with the eighteen statements associated with question four and 5% of the respondents or 28 individuals did not respond to one or more of the seventeen statements associated with question four.

Conclusions

Based upon the findings of this study, the following conclusions were drawn:

1. Parents/guardians have a positive attitude toward year-round schools in Scotland County, North Carolina.
2. Year-round schools in Scotland County, North Carolina, are very good schools.
3. Teachers in Scotland County, North Carolina, year-round schools care about the students.
4. The community of Scotland County, North Carolina, supports year-round schools.
5. Year-round schools in Scotland County, North Carolina are the best for students and parents.
6. Parents/guardians are actively involved with their child's year-round school in Scotland, County, North Carolina.
7. Year-round schools in Scotland County, North Carolina, communicate very well with parents/guardians.

Discussion

The purpose of this study was to determine the attitudes of parents/ guardians toward year-round schools in Scotland County, North Carolina. Results of this study obtained from the completed 553 parent/guardians School & Family

Partnerships Surveys showed positive responses toward K - 5 year-round schools located in Scotland County, North Carolina.

The results of this study also showed 50% of the respondents agreed strongly to (Q1p.), the community of Scotland County, North Carolina, supports the year-round school concept. Additionally 63% of the respondents agreed strongly to (Q1a.), the year-round school attended by their child is a very good school. Sixty-five percent of the respondents agreed strongly to (Q1o.), this school views parents as important partners; and 70% of the respondents agreed strongly to (Q1c.), the parent and/or guardian feel welcomed at their child's year-round school. Replying to (Q1b.), the teachers care about his or her child at the year-round school, 63% of the respondents agreed strongly; and 49% of the respondents agreed strongly to (Q1q.), this year-round school is one of the best schools for students and for parents.

Results of this study did not address the attitudes of parents/guardians whose child is enrolled in a traditional K - 5 school in Scotland County, North Carolina. Research studies show parents whose child is enrolled in a traditional school believe their child attends a good school, teachers care about their child, they feel welcomed at their child's school, and the school is one of the best for their child (Dauber and Epstein, 1993). However, there possibly could be a considerable variation in the attitudes of parents/guardians whose child attends a traditional K - 5 school in Scotland County, North Carolina, compared to the parent/guardian whose child attends a year-round K - 5 school in Scotland County, North Carolina. A comparison study between the parents/guardians whose child is enrolled in a traditional K-5 school and the parents/guardians whose child is enrolled in a year-round K - 5 school would determine the mean frequencies of the parent/guardian attitude toward K - 5 traditional and year-round schools in Scotland County, North Carolina.

Data from parents/guardians is needed to understand fully how traditional and year-round schools have developed, the attitudes of the parents/guardians toward their child's school and to determine the potential for improving school and family communications and partnerships in a school system. "School-community, family-community, and school-family-community connections may have separate and combined effects on a child's learning and attitude toward school" (Epstein, 1992a, p. 1147). Schools must provide and implement practical programs for making successful connections with all families (Epstein, 1992a). Forty-three percent of the respondents in this study agreed strongly to (Q1n.), their child's school is known for trying new programs.

Research states a child's learning ability is mostly influenced by the parent knowledge, competence, confidence, and actions about their child's education (Epstein, 1987a). In this study, forty-nine percent of the respondents agreed strongly to (Q1l.), their child is learning as much as he/she can at their year-round school. Some parents have or develop important knowledge about parenting, family attitudes, and school that helps their child succeed (Epstein, 1992a), in this study 63% of the respondents agreed to (Q9a.), their child is a good or top student at the year-round school they attend.

Individual parents/guardians who believe the schools are doing many things to involve the family in the child's school, are more involved in their child's education, and have a positive attitude toward their child's school (Dauber & Epstein, 1993). Sixty-five percent of the respondents in this study agreed strongly to (Q1o.), this year-round school views parents as important partners. Students do better academic work, have increased positive school attitudes, higher aspiration, and positive behaviors if they have parents who are aware, involved, and knowledgeable, thus creating a school and family partnership.

The research and evaluation agenda for the new millennium must increase basic knowledge and help educators and parents understand the importance of positive motivation, values, and attitudes encouraged in our school systems. This approach is an investment for the community and more importantly our students attending year-round and traditional schools. The future of the year-round school is dependent upon our educational school leaders, teachers, and most importantly the parents and/or guardians. "Research studies suggest that without the positive attitude and support of the entire year-round school community year-round schools will become non-existent" (D. Glines, personal conservation, February 15, 1999). Schools must create a challenging positive atmosphere of learning, discovery and growth in partnerships with families and communities in our diverse population where future citizens of the world will be shaped through high expectations in a quest for knowledge.

Recommendations for Practice

Based on the findings, conclusions, and discussion of this study, the following recommendations for practice are made:

As the concept of year-round schools expands by either increased numbers of students enrolled or additional year-round school systems, educational leaders should consider the implementation of a network partnership program. School, family and community partnerships are a key component of the United States Department of Education Goals 2000 program. Goal 8 in the United States Department of Education Goals 2000 program specifies, for schools to promote partnerships that will increase parental involvement for the emotional, social, and academic growth of children (United States Department of Education, 1995). A network partnership program which consists of school-family-community partners, focuses on a child's learning and development and strengthens the relationship of

the partners. These partnership activities maybe formed by an action team of partners using Dr. Joyce Epsteins framework for six types of involvement (Epstein et al. (1997).

The results of this study showed the parent/guardian attitudes toward year-round education in Scotland County, North Carolina, to be positive; the parent/guardian can be seen as active in their child's year-round school; and the year-round school the child attends communicates and involves the parent/ guardian very well. However, it is the responsibility of the educational leaders in the community of Scotland County, North Carolina, to continue to strengthen this positive attitude, parent/guardian involvement and school-family communication by forming school-family-community partnerships which will increase the support for year-round education for students attending year-round schools in Scotland County, North Carolina. Epstein et al. identifies the framework for Epstein's six types of involvement's for a network partnership program using an action team approach from the School, Family, and Community Partnerships Handbook for Action as follows:

Type 1: Parenting

Basic responsibilities of families, including parenting skills and home conditions for learning at each age and grade level. Schools help families develop knowledge at each grade level. This information is provided through workshops, home visits and family support programs.

Examples of questions on the School & Family Partnerships Survey that correspond to this type of involvement are (Q3a.), talk to my child about school and (Q4a.), help me understand my child's stage development. Results of this study from the School & Family Partnerships Survey showed 87% of the respondents strongly agreed with (Q3a.), talk to my child about school and 50% of the respondents

agreed the school does very well with (Q4a.), helping them understand their child's stage of development.

Type 2: Communicating

Basic responsibilities of schools, including school-to-home and home-to-school communications about school programs and children's progress. Schools communicate through memos, notices, report cards, phone calls, and parent/guardian conferences. The forms and frequency of this communication will vary.

Examples of questions on the School & Family Partnerships Survey that correspond to this type of involvement are (Q1k.), I could help my child more if the teacher gave me more ideas and (Q4b.), tell me how my child is doing in school. Results of this study from the School & Family Partnerships Survey showed 26% of the respondents strongly agreed with (Q1k.), I could help my child more if the teacher gave me more ideas and 67% of the respondents agreed the school does very well with (Q4b.), tell me how my child is doing in school.

Type 3: Volunteering

Involvement at and for the school, including parents/guardians assisting in any volunteer position at schools and attending or participating in their child's school activities open to families. Families support the school and students in this type of involvement.

Examples of questions on the School & Family Partnerships Survey that correspond to this type of involvement are (Q3n.), volunteer at school or in my child's classroom and (Q4k.), invites me to programs at school. Results of this study from the School & Family Partnerships Survey showed 11% of the respondents in (Q3n.), have volunteered at school or in their child's classroom many times this year and 75% of the respondents agreed the school does very well with (Q4k.), inviting the parent/guardian to programs at school.

Type 4: Learning At Home

Involvement in academic activities, including parents/guardians assisting their child at home with learning activities associated with their classroom work. Schools inform parents/guardians how to help their child with homework and school related learning activities. Schools inform parents/guardians of the necessary skills required of their child to pass each grade level.

Examples of questions on the School & Family Partnerships Survey that correspond to this type of involvement are (Q4h.), assign homework that requires my child to talk with me about things learned in class and (Q3g.), practice spelling or other skills before a test. Results of this study from the School & Family Partnerships Survey showed 51% of the respondents agreed the school does very well with (Q4h.), assigning homework that requires the child to talk with the parent/ guardian about things learned in class and 69% of the respondent in (Q3g.), have practiced spelling or other skills before a test with their child many times this year.

Type 5: Decision Making

Participation and leadership, including parents/guardians and members of the community participating in the PTA or PTO, advisory councils, school boards and any other communities at the school, district or state level. Schools strengthen their decision making process by forming a bond with parents/guardians in this type of involvement.

Examples of questions on the School & Family Partnerships Survey that correspond to this type of involvement are (Q4p.), include parents on school committees such as curriculum, budgets, and school improvement and (Q4o.), ask me to help with fund raising. Results of this study from the School & Family Partnerships Survey showed 40% of the respondents agreed the school does very well with (Q4p.), including parents on school committees such as curriculum, budgets, and school improvement and 73% of the respondents agreed the school does very well with (Q4o.), asking the parent/guardian to help with fund raising.

Type 6: Collaborating With The Community

Coordination of resources and services, including communication with all aspects of the community. Schools share the responsibilities of educating the child with the community. Schools have direct, frequent contact with community agencies, businesses, services, resources. This communication provides children and families access to community support services available and strengthens school programs, family practices, student learning and development.

An example of a question on the School & Family Partnerships Survey that correspond to this type of involvement is (Q4q.), provide information on community services that I may use. Results of this study from the School & Family Partnerships Survey showed 37% of the respondents agreed the school does very well with (Q4q.), providing information on community services that the parent/ guardian may use.

Epstein et al. state as schools participate in network partnership programs with families and communities, their programs become more individualistic in covering these six types of involvement's.

According to K. Salinas, personal conservation, April 3, 2000,

> "As of February 15, 2000 the network partnership program currently has 1,136 Schools, 139 Districts, 13 State Departments of Education, 39 University/Organization Partners, located across the United States, Canada, and five other countries. Each network partner is committed to developing and maintaining strong programs of school, family, community partnerships. These partnership programs each have their own identity using Dr. Epstein's framework of the six types of involvement's as their foundation. Every school in American needs to be committed to strengthening the learning and development process of the students as well as the relationships between the schools, families and communities in which they live. This can be achieved by forming a network partnership program at the school using the action team approach with the six types of involvement. Additional information on the network partnership program can be obtained from our web site: http://www.csos.jhu.edu/p2000."

Epstein et al. states, the action team of partners should complete an inventory starting points form to identify the present practices currently being conducted at the school. This form allows for the foundation of the beginning of the network partnership program. A copy of this form is in Appendix I.

Recommendations for Future Research

Based upon the findings of this study, the following recommendations for future research are made:

1. Future research in this area could have been a replication of this study during the second half of the year-round school year. This would determine if the attitude of the parent/guardian had changed while their child was enrolled during the second half of the school year.

2. Future research in this area could have been a replication of this study a year after a school-family-community network partnership program was implemented in a K-5 year-round school. This would determine if the attitude of the parent/guardian had changed after the implementation of the network partnership program at the year-round K - 5 school.

3. Future research in this area could involve a study to determine the attitude of the parent/guardian whose child attends a K-5 traditional school in Scotland County, North Carolina compared to the attitude of the parent/guardian whose child attends a year-round K - 5 school in Scotland County, North Carolina. This would determine if attitude differences exist between the year-round K - 5 Scotland County school parent/guardian and the traditional K - 5 Scotland County school parent/guardian.

4. Future research in this area could involve a study to determine the attitudes of the teachers who teach in year-round K - 5 schools compared to teachers who teach in traditional K - 5 schools. This would determine if attitude differences exist between the year-round K - 5 school teacher and the traditional K - 5 school teacher.

5. Future research in this area could involve a study to compare the instructional practices of the teachers who teach in year-round schools compared to teachers who teach in traditional K - 5 schools. This would determine if instructional differences exist between the year-round K - 5 school teacher and the traditional K - 5 school teacher.

6. Future research in this area could involve a study to determine the attitudes of the parent/guardian of entering kindergartners in a year-round school class and following through with an annual attitude study of parent/guardian as their child enters each grade level at the same year-round school. This longitudinal study from

K - 5 would determine if the parent/guardian attitude changed during their child's enrollment at the K - 5 year-round school.

7. Future research in this area could involve a study to determine the attitude of the student who attends a K - 5 year-round school compared to the attitude of the student who attends a traditional K - 5 school. This would determine if attitude differences exist between the year-round K - 5 school student and the traditional K - 5 school student.

8. Future research in this area could involve a study to determine the attitude of the student who attends a K - 5 year-round school, the parent/guardian who has a child attending a K - 5 year-round school and the teacher who teaches at a K - 5 year-round school. This would determine if attitude differences exist between the three groups in the same year-round K - 5 school.

9. Future research in this area could involve a study to determine the attitude of the parent/guardian whose child attends a year-round K - 5 school located in the western half of the United States compared to the attitude of the parent/guardian whose child attends a year-round K - 5 school located in the eastern half of the United States. This would determine if attitude differences exist in different geographical regions between year-round K - 5 school parents/ guardians.

10. Future research in this area could involve a study to determine the attitude of the parent/guardian whose child attends a Catholic year-round K - 5 school compared to the attitude of the parent/guardian whose child attends a public year-round K - 5 school. This would determine if attitude differences exist between private and public year-round K - 5 school parents/guardians.

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Appendix A

School & Family Partnerships Survey

SCHOOL AND FAMILY PARTNERSHIPS SURVEY

MARKING INSTRUCTIONS

- Use pen or pencil, but do not use red.
- Make dark marks that fill oval completely.
- Make erasures cleanly.

RIGHT MARK
●

This survey should be answered by the Parent or Guardian who has the most contact with this school about your child. ***If you have more than one child attending this school, please answer the questions on this survey about your oldest child at this school.***

Is your oldest child a:

○ Boy ○ Girl

This survey is being used at my child's:

○ Year-round school ○ Traditional school

Who is filling out this survey? Please mark if you are. . .

○ mother	○ father	○ stepmother	○ stepfather
○ aunt	○ uncle	○ grandmother	○ grandfather
○ guardian	○ other relative	○ other *(describe)* ____________	

Q1. We would like to know how you feel about this school right NOW. This will help us plan for the future. ***Please mark one choice for each statement.***

How do you feel about these?

4 Agree strongly with the statement

3 Agree a little with the statement

2 Disagree a little with the statement

1 Disagree strongly with the statement

a. This is a very good school.	○	○	○	○
b. The teachers care about my child.	○	○	○	○
c. I feel welcome at the school.	○	○	○	○
d. This school has an active parent organization (e.g., PTA/PTO).	○	○	○	○
e. My child talks about school at home.	○	○	○	○
f. My child should get more homework.	○	○	○	○
g. Many parents I know help out at the school.	○	○	○	○
h. The school and I have different goals for my child.	○	○	○	○
i. I feel I can help my child in reading.	○	○	○	○
j. I feel I can help my child in math.	○	○	○	○
k. I could help my child more if the teacher gave me more ideas.	○	○	○	○
l. My child is learning as much as he/she can at this school.	○	○	○	○
m. Parents at this school get involved more in the younger grades.	○	○	○	○
n. This school is known for trying new programs.	○	○	○	○
o. This school views parents as important partners.	○	○	○	○
p. The community supports this school.	○	○	○	○
q. This school is one of the best schools for students and for parents.	○	○	○	○

Q2. Some families want more information about what their children are learning in each subject. ***Mark which SUBJECTS you want to know more about to help your child.***

○ Math skills	○ Social Studies	○ Current Events
○ Reading skills	○ Science	○ Study skills
○ Writing stories	○ Handwriting	○ Other *(describe)*
○ Spelling	○ Speaking skills	____________

Q3. Families get involved in different ways at school or at home. Which of the following have you done this year with the OLDEST CHILD you have in this school? ***Please mark one choice for each item.***

4 Have done this many times this year

3 Have done this a few times this year

2 Have done this one or two times this year

1 Do not do this or have not yet this year

a. Talk to my child about school.	○	○	○	○
b. Visit my child's classroom.	○	○	○	○
c. Read to my child.	○	○	○	○
d. Listen to my child read.	○	○	○	○
e. Listen to a story my child wrote.	○	○	○	○
f. Help my child with homework.	○	○	○	○
g. Practice spelling or other skills before a test.	○	○	○	○
h. Talk with my child about a TV show.	○	○	○	○
i. Help my child plan time for homework and chores.	○	○	○	○
j. Talk with my child's teacher at school.	○	○	○	○
k. Talk with my child's teacher on the phone.	○	○	○	○
l. Go to PTA/PTO meetings.	○	○	○	○
m. Check to see that my child has done his/her homework.	○	○	○	○
n. Volunteer at school or in my child's classroom.	○	○	○	○
o. Go to special events at school.	○	○	○	○
p. Take my child to a library.	○	○	○	○
q. Take my child to special places or events in the community.	○	○	○	○
r. Tell my child how important school is.	○	○	○	○

Q4. Schools contact families in different ways. ***Please mark one choice to tell if the school has done these things THIS YEAR.***

3 School does this very well

2 School Does this, but could do better

1 School Does not do this

a. Help me understand my child's stage of development.	○	○	○
b. Tell me how my child is doing in school.	○	○	○
c. Tell me what skills my child needs to learn each year.	○	○	○
d. Have a parent-teacher conference with me.	○	○	○
e. Explain how to check my child's homework.	○	○	○
f. Send home news about things happening at school.	○	○	○
g. Give me information about how report card grades are earned.	○	○	○
h. Assign homework that requires my child to talk with me about things learned in class.	○	○	○
i. Send home clear notices that I can read easily.	○	○	○
j. Contact me if my child is having problems.	○	○	○
k. Invite me to programs at school.	○	○	○
l. Contact me if my child does something well or improves.	○	○	○
m. Ask me to volunteer at the school.	○	○	○
n. Invite me to PTA/PTO meetings.	○	○	○
o. Ask me to help with fund raising.	○	○	○
p. Include parents on school committees such as curriculum, budgets, and school improvement.	○	○	○
q. Provide information on community services that I may want to use.	○	○	○

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PLEASE CONTINUE ON REVERSE

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Q5. Some families want to attend WORKSHOPS on topics they want to hear more about. *MARK THE ONES that interest you. . . or suggest a few . . .*

○ a. How children grow and develop at my child's age.
○ b. How to discipline children.
○ c. Solving school problems and preventing dropping out.
○ d. Preventing health problems.
○ e. How to deal with stress.
○ f. Raising children as a single parent.
○ g. How to help my child develop her/his talents.
○ h. Helping children take tests.
○ i. Understanding middle schools.
○ j. How to serve on a school committee or council.
○ k. Other topics you want *(describe)*: ____________________
○ l. In the past year, did you attend a workshop at school?
  ○ Yes ○ No
  On what topic: ____________________

Q6. Over the past two years, how much has the school involved you at school and at home?

○ a. School involved me less this year than last.
○ b. School involved me about the same in both years.
○ c. School involved me more this year than last.

Q7. All communities have information that would help families. Which services in your community would you like to know more about? *Mark the information you want.*

○ a. Health care for children and families.
○ b. Family counseling.
○ c. Job training for parents/adults.
○ d. Adult education.
○ e. Parenting classes.
○ f. Child care.
○ g. After-school tutoring.
○ h. After-school sports activities.
○ i. Other after-school clubs or lessons to develop talents.
○ j. Community service that children can do.
○ k. Summer programs for children.
○ l. Information on museums, shows, and events in the community.
○ m. Other *(Describe)* ____________________

Answer these questions about your OLDEST child in this school.

Q8. ABOUT HOMEWORK . . .

a. About how much time does your child spend doing homework on most school days? *(Mark one)*

Minutes my child does homework on most school days:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

b. How much time do you spend helping your child with homework on an average night?

Minutes of my time:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

c. How much time could you spend working with your child if the teacher showed you what to do?

Minutes I could spend:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

d. Do you have time on weekends to work with your child on projects or homework for school?

○ Yes ○ No

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Q9. ABOUT YOUR CHILD AND FAMILY . . .

a. How is your oldest child at this school doing in schoolwork?

○ TOP student ○ FAIR student
○ GOOD student ○ POOR student
○ OK, AVERAGE student

b. How does your oldest child at this school like school this year?

○ Likes school a lot ○ Does not like school much
○ Likes school a little ○ Does not like school at all

c. How often does your oldest child at this school promptly deliver notices home?

○ Always ○ Once in a while
○ Usually ○ Never

d. How often does your oldest child at this school complete all homework on time?

○ Always ○ Once in a while
○ Usually ○ Never

e. WHEN can you attend conferences, meetings, or workshops at the school? *(Mark all that apply)*

○ Morning ○ Evening
○ Afternoon ○ Cannot ever attend

f. How many adults live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

g. How many children live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

h. What is your highest education? *(Mark one)*

○ Did not complete high school ○ Some college or training
○ Completed high school ○ College degree

i. Are you employed now? *(Mark one)*

○ Employed full-time ○ Not employed now
○ Employed part-time

j. HOW MANY CHILDREN in your family go to this school this year?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

k. What GRADES are they in? *(Mark all the grades of your children in this school that apply)*

○ Kindergarten ○ Grade 3 ○ Other
○ Grade 1 ○ Grade 4
○ Grade 2 ○ Grade 5

Thank You!

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This document has been edited, adopted, and revised by Kim [illegible] Vadenais, Doctoral Candidate, North Carolina State University, Raleigh, NC, August 1998
KRVadenais@aol.com

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Appendix B

Permission To Use Survey

CENTER ON SCHOOL,
FAMILY, AND COMMUNITY
PARTNERSHIPS

JOHNS HOPKINS UNIVERSITY 3505 NORTH CHARLES STREET BALTIMORE, MD 21218 410-516-8800 FAX 410-516-8890

Date: 9/10/97

To: Kim Klein-Vadenais
From: Joyce L. Epstein, Lori J. Connors, Karen Clark Salinas
Re: Permission to use:

☒ **School and Family Partnerships: Surveys and Summaries.** (Revised, 1993)
  - **Questionnaires for Teachers and Parents in Elementary and Middle Grades**
  - **How to Summarize Your School's Survey Data**

  Joyce L. Epstein and Karen Clark Salinas.

☐ **High School and Family Partnerships: Surveys and Summaries.** (1993)
  - **Questionnaires for Teachers, Parents, and Students**
  - **How to Summarize Your High School's Survey Data**

  Joyce L. Epstein, Lori J. Connors, and Karen Clark Salinas.

This is to grant permission for you to use or adapt the survey(s) noted above in your study.

We ask only that you include appropriate references to the surveys and authors in the text and bibliography of your reports and publications.

Best of luck with your work.

BEST COPY AVAILABLE

CENTER ON SCHOOL,
FAMILY, AND COMMUNITY
PARTNERSHIPS

JOHNS HOPKINS UNIVERSITY 3003 NORTH CHARLES STREET, SUITE 200 BALTIMORE, MD 21218 410-516-8800 FAX 410-516-8890

August 18, 1998

Dear Ms. Vadenais:

Thank you for using our surveys as part of your studies. Unfortunately, we do not keep track of where and when our surveys are used. They are disseminated nationally for use by educators and graduate students. We have received communication with numerous doctoral students that have used the surveys as part of their work—the most recent dissertation to come in that uses the surveys is by David Mersky of the University of Arkansas. If you do a search on dissertations focusing on parental involvement, many will have used our surveys. Several have translated the surveys into Spanish.

We have a paper available (P-8-5) that reports the reliabilities and summaries of scales from the surveys. We also have two reports available (P-1-4 and P-3-4) that discuss our use of the surveys in Baltimore City and speak to some of the validity questions. Please contact Diane Diggs in our publications department for ordering information (410-516-8808).

We have not used the surveys in a year-round school environment, but I can think of no reason why they would not be appropriate. You may certainly adapt the surveys to reflect this specific issue.

I am not aware that our surveys have been put on a scantron sheet. It is a good idea, however we do not have any funds available to help with this. Sorry.

Hope this information helps. Please contact us if you have more questions. Good luck!

Sincerely,

Karen Clark Salinas

Karen Clark Salinas
Research Program Director

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Appendix C

Principals Instructional Cover Letter

School, Family Partnerships Survey of Parents / Guardians on Year-Round Schools

SCOTLAND COUNTY, NORTH CAROLINA

September 1998

Dear Principals:

I am a doctoral student in the College of Education and Psychology at North Carolina State University, Raleigh, North Carolina. I am doing a research project to explore the attitudes of parents/guardians in response to year-round schools in Scotland County, North Carolina.

My research project consists of a survey. The School, Family and Partnerships Survey asks how parents/guardians feel about the year-round school their child attends, how parents/guardians are involved in their child's education, and how parents/guardians feel about the way the year-round school communicates with them.

Please distribute the teacher packets on Tuesday, September 15th. The teachers will be giving the students the initial parent /guardian informational letter on Thursday, September 17th. On Friday, September 18th, the teachers will send the students home with the survey packets and emphasize the importance of returning the surveys on Monday, September 21st. On Monday morning September 21st, the teachers will immediately gather the surveys from the students. At that time, please individually collect the survey packets from the teachers. All classroom surveys are to remain together. After all teacher packets are gathered, put the surveys in the original school survey box. The school courier will pick up the survey boxes before 1pm on September 21st.

This survey is important for the current and future educational readiness of students, families and communities. Thank you for helping me make a difference for the Scotland County School System.

Sincerely,

Kim Rocha Vadenais

Appendix D

Teachers Instructional Cover Letter

School, Family Partnerships Survey of Parents / Guardians on Year-Round Schools

SCOTLAND COUNTY, NORTH CAROLINA

September 1998

Dear Teachers:

I am a doctoral student in the College of Education and Psychology at North Carolina State University, Raleigh, North Carolina. I am doing a research project to explore the attitudes of parents/guardians in response to year-round schools in Scotland County, North Carolina.

My research project consists of a survey. The School, Family and Partnerships Survey asks how parents/guardians feel about the year-round school their child attends, how parents/guardians are involved in their child's education, and how parents/guardians feel about the way the year-round school communicates with them.

Please open the envelope on Wednesday, September 16th, remove the parent /guardian informational letter and distribute to the students on Thursday, September 17th. On Friday, September 18th send the students home with the survey packets and emphasize the importance of returning the surveys on Monday, September 21st. Return all unused surveys with your packets on Monday, September 21st. Immediately gather the surveys from the students on Monday morning September 21st. Put all surveys in the new envelope and seal. The principal of your school will collect the surveys from each classroom Monday, morning September 21st.

This survey is important for the current and future educational readiness of students, families and communities. Thank you for helping me make a difference for the Scotland County School System.

Sincerely,
Kim Rocha Vadenais

Appendix E

Parent/Guardian Informational Cover Letter

School, Family Partnerships Survey of Parents / Guardians on Year-Round Schools

SCOTLAND COUNTY, NORTH CAROLINA

September 1998

Dear Parent / Guardian:

I am a doctoral student in the College of Education and Psychology at North Carolina State University, Raleigh, North Carolina. I am doing a research project to explore the attitudes of parents/guardians in response to year-round schools in Scotland County, North Carolina.

My research project consists of a survey. The School, Family and Partnerships Survey asks you how you feel about the year-round school your child attends, how you are involved in your child's education, and how you feel about the way the year-round school communicates with you.

Your child will be bringing this survey home tomorrow Friday, September 18th. Please take a few moments to fill out your responses. This survey is important for the current and future educational well being of your child and their school.

Thank you for your help!

Sincerely,

Kim Rocha Vadenais

Appendix F

Parent/Guardian Instructional Cover Letter

School, Family, Partnerships Survey of Parents / Guardians on Year-Round Schools

Scotland County, North Carolina

September 1998

Dear Parent or Guardian:

School leaders are working to improve ways year-round schools and families can assist each other and help all children succeed in school. We would like your ideas about this. To have the most useful direction, we need ideas from EVERY family.

Your answers will be grouped together with those from other Year-Round School parents/guardians. No individual will ever be identified. We hope you will answer all questions as completely and sincerely as you can. The results of the survey will be on file with the principal of your school in a summary report.

We are counting on your ideas for this research report. Scotland County Schools will be the first year-round school system in the country to use this School, Family, Partnerships Survey for evaluation and improvement. Please take a few minutes to complete the survey form using the enclosed pencil which you may keep as a gift for assisting us in this project.

After you complete the survey, seal the envelope and have your child return the survey to his/her teacher on Monday, September 21st. If you have more than one child in the school, please answer the questions based on the oldest child in this school.

Thank you for participating in this very important survey. Together we can make a difference for providing educational readiness to students attending Scotland County Schools.

Sincerely,

Kim Rocha Vadenais

Appendix G

NCSU Instructional Review Board Approval Letter

North Carolina State University
College of Engineering

Department of Industrial Engineering

Box 7906
Raleigh, NC 27695-7906

Gary A. Mirka, PhD, Chairman
Institutional Review Board
on Research Involving Human Subjects

Date: September 11, 1998

Project Title: Scotland County Schools

IRB#: 1808

Dear Dr. Adams,

Based on the information provided, this project is exempt from the policy as outlined in Code of Federal Regulations. (46.101.2.i Anonymous survey). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations.
   For NCSU projects the Assurance Number is: M1263; the IRB Number is: 01XM.
2. Review de novo of this proposal is necessary if any significant alterations/additions are made.

Sincerely,

Gary A. Mirka

Appendix H

Year-Round School Summary Reports

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

YEAR-ROUND SCHOOLS SUMMARY REPORTS

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 121

Demographic Information
Sex of oldest child

	Freq	%Per	Cum.Freq	Cum.%Per
Missing	5	4.1	5	4.1
1. Boy	46	38.0	51	42.0
2. Girl	70	57.9	121	100.0

Demographic Information
Who filled in form?

	Freq	Per	Cum.Freq.	Cum%Per
Missing	4	3.3	4	3.3
1. Mother	96	79.3	100	82.6
2. Father	7	5.8	107	88.4
4. Stepfather	2	1.7	109	90.1
5. Aunt	2	1.7	111	91.7
7. Grandmother	6	5.0	117	96.7
9. Guardian		1.7	119	98.3
11. Other	2	1.7	121	100.0

Q1a. This is a very good school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	3	2.5	3	2.5
1. Strongly disagree	4	3.3	7	5.8
2. Disagree little	12	9.9	19	15.7
3. Agree little	40	33.1	5	48.8
4. Strongly agree	62	51.2	121	100.0

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1. Strongly disagree	3	2.5	79	7.4
2. Disagree little	4	3.3	13	10.7
3. Agree little	42	34.7	55	45.5
4. Strongly agree	66	54.5	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 121

Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	4	3.3	4	3.3
1. Strongly disagree	3	2.5	7	5.8
2. Disagree little	4	3.3	11	9.1
3. Agree little	32	26.4	43	35.5
4. Strongly agree	78	64.5	121	100.0

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum%Per
Missing	9	7.4	9	7.4
1. Strongly disagree	2	1.7	11	9.1
2. Disagree little	4	3.3	15	12.4
3. Agree little	31	25.6	46	38.0
4. Strongly agree	75	62.0	121	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum%Per
Missing	4	3.3	4	3.3
1. Strongly disagree	4	3.3	8	6.6
2. Disagree little	9	7.4	17	14.0
3. Agree little	32	26.4	49	40.5
4. Strongly agree	72	59.5	121	100.0

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cu%Per
Missing	4	3.3	4	3.3
1. Strongly disagree	20	16.5	24	19.8
2. Disagree little	41	33.9	65	53.7
3. Agree little	38	31.4	103	85.1
4. Strongly agree	18	14.9	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1. Strongly disagree	21	17.4	27	22.3
2. Disagree little	31	25.6	58	47.9
3. Agree little	37	30.6	95	78.5
4. Strongly agree	26	21.5	121	100.0

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum%Per
Missing	10	8.3	10	8.3
1. Strongly disagree	27	22.3	37	30.0
2. Disagree little	24	19.8	61	50.4
3. Agree little	39	32.2	100	82.6
4. Strongly agree	21	17.4	121	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum%Per
Missing	5	4.1	5	4.1
1. Strongly disagree	2	1.7	7	5.8
2. Disagree little	2	1.7	9	7.4
3. Agree little	16	13.2	25	20.7
4. Strongly agree	96	79.3	12	100.0

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum%Per
Missing	5	4.1	5	4.1
1. Strongly disagree	2	1.7	7	5.8
2. Disagree little	5	4.1	12	9.9
3. Agree little	21	17.4	33	27.3
4. Strongly agree	88	72.7	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1. Strongly disagree	21	17.4	28	23.1
2. Disagree little	18	14.9	46	38.0
3. Agree little	40	33.1	86	71.1
4. Strongly agree	35	28.9	121	100.0

Q1l. My child is learning as much can

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1. Strongly disagree	11	9.1	18	14.9
2. Disagree little	17	14.0	35	28.9
3. Agree little	29	24.0	64	52.9
4. Strongly agree	57	47.1	121	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum%Per
Missing	13	10.7	13	10.7
1. Strongly disagree	17	14.0	30	24.8
2. Disagree little	20	16.5	50	41.3
3. Agree little	36	29.8	86	71.1
4. Strongly agree	35	28.9	121	100.0

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum%Per
Missing	9	7.4	9	7.4
1. Strongly disagree	9	7.4	18	14.9
2. Disagree little	15	12.4	33	27.3
3. Agree little	34	28.1	67	55.4
4. Strongly agree	54	44.6	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum%Per
Missing	5	4.1	5	4.1
1. Strongly disagree	4	3.3	9	7.4
2. Disagree little	7	5.8	16	13.2
3. Agree little	32	26.4	48	39.7
4. Strongly agree	73	60.3	121	100.0

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	9	7.4	9	7.4
1. Strongly disagree	5	4.1	14	11.6
2. Disagree little	15	12.4	29	24.0
3. Agree little	41	33.9	70	57.9
4. Strongly agree	51	42.1	121	100.0

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum%Per
Missing	5	4.1	5	4.1
1. Strongly disagree	11	9.1	16	13.2
2. Disagree little	16	13.2	32	26.4
3. Agree little	50	41.3	82	67.8
4. Strongly agree	39	32.2	121	100.0

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	44	36.4	44	36.4
1. Marked	77	63.6	121	100.0

Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	83	68.6	83	68.6
1. Marked	38	31.4	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 121

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	100	82.6	100	82.6
1. Marked	21	17.4	121	100.0

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	61	50.4	61	50.4
1. Marked	60	49.6	121	100.0

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	80	66.1	80	66.1
1. Marked	41	33.9	121	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	84	69.4	84	69.4
1. Marked	37	30.6	121	100.0

Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	79	65.3	79	65.3
1. Marked	42	34.7	121	100.0

Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	75	62.0	75	62.0
1. Marked	46	38.0	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	114	94.2	114	94.2
1. Marked	7	5.8	121	100.0

Q2. Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	77	63.6	77	63.6
1. Marked	44	36.4	121	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	96	79.3	96	79.3
1. Marked	25	20.7	121	100.0

Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	4	3.3	4	3.3
2: 1-2 this year	2	1.7	6	5.0
3: few times	14	11.6	20	16.5
4: many times	101	83.5	121	100.0

Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	34	28.1	40	33.1
2: 1-2 this year	28	23.1	68	56.2
3: few times	35	28.9	103	85.1
4: many times	18	14.3	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	5	4.1	12	9.9
2: 1-2 this year	7	5.8	19	15.7
3: few times	32	26.4	51	42.1
4: many times	70	57.9	121	100.0

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	1	0.8	7	5.8
3: few times	8	6.6	15	12.4
4: many times	106	87.6	121	100.0

Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	24	19.8	31	25.6
2: 1-2 this year	7	5.8	38	31.4
3: few times	23	19.0	61	50.4
4: many times	60	49.6	121	100.0

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum%Per
Missing	5	4.1	5	4.1
1: 0, not yet	3	2.5	8	6.6
2: 1-2 this year	1	0.8	9	7.4
3: few times	10	8.3	19	15.7
4: many times	102	84.3	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	15	12.4	21	17.4
2: 1-2 this year	4	3.3	25	20.7
3: few times	15	12.4	40	33.1
4: many times	81	66.9	121	100.0

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	7	5.8	14	11.6
2: 1-2 this year	17	14.0	31	25.6
3: few times	28	23.1	59	48.8
4: many times	62	51.2	121	100.0

Q3i. Oldest: Help child plan time: homework/chores

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	2	1.7	9	7.4
2: 1-2 this year	3	2.5	12	9.9
3: few times	18	14.9	30	24.8
4: many times	91	75.2	121	100.0

Q3j. Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	9	7.4	9	7.4
1: 0, not yet	32	26.4	41	33.9
2: 1-2 this year	25	20.7	66	54.5
3: few times	29	24.0	95	78.5
4: many times	26	21.5	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum%Per
Missing	8	6.6	8	6.6
1: 0, not yet	71	58.7	79	65.3
2: 1-2 this year	20	16.5	99	81.8
3: few times	11	9.1	110	90.9
4: many times	11	9.1	121	100.0

Q31.Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	82	67.8	88	72.7
2: 1-2 this year	10	8.3	98	81.0
3: few times	10	8.3	108	89.3
4: many times	13	10.7	121	100.0

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	5	4.1	11	9.1
2: 1-2 this year	1	0.8	12	9.9
3: few times	4	3.3	16	13.2
4: many times	105	86.8	121	100.0

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum%Per
Missing	8	6.6	8	6.6
1: 0, not yet	83	68.6	91	75.2
2: 1-2 this year	10	8.3	101	83.5
3: few times	9	7.4	110	90.9
4: many times	11	9.1	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	63	52.1	70	57.9
2: 1-2 this year	12	9.9	82	67.8
3: few times	16	13.2	98	81.0
4: many times	23	19.0	121	100.0

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	53	43.8	60	49.6
2: 1-2 this year	22	18.2	82	67.8
3: few times	19	15.7	101	83.5
4: many times	20	16.5	121	100.0

Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: 0, not yet	18	14.9	25	20.7
2: 1-2 this year	25	20.7	50	41.3
3: few times	29	24.0	79	65.3
4: many times	42	34.7	121	100.0

Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: 0, not yet	2	1.7	8	6.6
2: 1-2 this year	1	0.8	9	7.4
3: few times	6	5.0	15	12.4
4: many times	106	87.6	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

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Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum%Per
Missing	4	3.3	4	3.3
1: Doesn't do	18	14.9	22	18.2
2: Does-could imprv	35	28.9	57	47.3
3: Does-very well	64	52.9	121	100.0

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum%Per
Missing	2	1.7	2	1.7
1: Doesn't do	6	5.0	8	6.6
2: Does-could imprv	32	26.4	40	33.1
3: Does-very well	81	66.9	121	100.0

Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	17	14.0	83	19
2: Does-could imprv	33	27.3	56	46.3
3: Does-very well	65	53.7	121	100.0

Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7.	5.8	7	5.8
1: Doesn't do	7	5.8	14	11.6
2: Does-could imprv	12	9.94	26	21.5
3: Does-very well	95	78.5	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q4e. School: Explains how to check child's homework

	Freq	**Per**	**Cum.Freq.**	**Cum%Per**
Missing	7	5.8	7	5.8
1: Doesn't do	44	36.4	51	42.1
2: Does-could imprv	25	20.7	76	62.8
3: Does-very well	45	37.2	121	100.0

Q4f. School: Sends home news abt things at school

	Freq	**Per**	**Cum.Freq.**	**Cum%Per**
Missing	5	4.1	5	4.1
1: Doesn't do	6	5.0	11	9.1
2: Does-could imprv	21	17.4	32	26.4
3: Does-very well	89	73.6	121	100.0

Q4g. School: Gives information how report-card grades earned

	Freq	**Per**	**Cum.Freq.**	**Cum%Per**
Missing	6	5.0	6	5.0
1: Doesn't do	22	18.2	28	23.1
2: Does-could imprv	37	30.6	65	53.7
3: Does-very well	56	46.3	121	100.0

Q4h. School: Assigns homework requires child talk/me

	Freq	**Per**	**Cum.Freq.**	**Cum%Per**
Missing	7	5.8	7	5.8
1: Doesn't do	22	18.2	29	24.0
2: Does-could imprv	31	25.6	60	49.6
3: Does-very well	61	50.4	121	100.0

Q4i. School: Sends clear notices I can read easily

	Freq	**Per**	**Cum.Freq.**	**Cum%Per**
Missing	7	5.8	7	5.8
1: Doesn't do	3	2.5	10	8.3
2: Does-could imprv	26	21.5	36	29.8
3: Does-very well	85	70.2	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	9	7.4	15	12.4
2: Does-could imprv	19	15.7	34	28.1
3: Does-very well	87	71.9	121	100.0

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	8	6.6	14	11.6
2: Does-could imprv	22	18.2	36	29.8
3: Does-very well	85	70.2	121	100.0

Q4l. School: Contacts me if child does well/impv

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	30	24.8	36	29.8
2: Does-could imprv	30	24.8	66	54.5
3: Does-very well	55	45.5	121	100.0

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum%Per
Missing	7	5.8	7	5.8
1: Doesn't do	23	19.0	30	24.8
2: Does-could imprv	26	21.5	56	46.3
3: Does-very well	65	53.7	121	100.0

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	8	6.6	14	11.6
2: Does-could imprv	19	15.7	33	27.3
3: Does-very well	88	72.7	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum%Per
Missing	8	6.6	8	6.6
1: Doesn't do	17	14.0	25	20.7
2: Does-could imprv	16	13.2	41	33.9
3: Does-very well	80	66.1	121	100.0

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum%Per
Missing	11	9.1	11	9.1
1: Doesn't do	30	24.8	41	33.9
2: Does-could imprv	30	24.8	71	58.7
3: Does-very well	50	41.3	121	100.0

Q4q. School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum%Per
Missing	6	5.0	6	5.0
1: Doesn't do	51	42.1	57	47.1
2: Does-could imprv	26	21.5	83	68.6
3: Does-very well	38	31.4	121	100.0

Q5a. Workshop: How children child's age grw/dev

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	82	67.8	82	67.8
1. Marked	39	32.2	121	100.0

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	94	77.7	94	77.7
1. Marked	27	22.3	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	73	60.3	73	60.3
1. Marked	48	39.7	121	100.0

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	100	82.6	100	82.6
1. Marked	21	17.4	121	100.0

Q5e Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	75	62.0	75	62.0
1. Marked	46	38	121	100.0

Q5f. Workshop: Raising children as a sngl parent

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	81	66.9	81	66.9
1. Marked	40	33.1	121	100.0

Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	58	47.9	58	47.9
1. Marked	63	52.1	121	100.0

Q5h. Workshop: Helping children take tests

	Freq	Per	Cum.Freq.	Cum%Per
0. Not marked	80	66.1	80	66.1
1. Marked	41	33.9	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	108	89.3	108	89.3
1: Marked	13	10.7	121	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	108	89.3	108	89.3
1: Marked	13	10.7	121	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	120	99.2	120	99.2
1: Marked	1	0.8	121	100.0

Q5l. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	18	14.9	18	14.9
1: Yes	15	12.4	33	27.3
2: No	88	72.7	121	100.0

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	5.8	7	5.8
1: less this year	26	21.5	33	27.3
2: about same	73	60.3	106	87.6
3: more this year	15	12.4	121	100.0

Q7a. Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	96	79.3	96	79.3
1: Marked	25	20.7	121	100

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	98	81.0	98	81.0
1: Marked	23	19.0	121	100

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	103	85.1	103	85.1
1: Marked	18	14.9	121	100

Q7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	114	94.2	114	94.2
1: Marked	7	5.8	121	100

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	109	90.1	109	90.1
1: Marked	12	9.9	121	100

Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	95	78.5	95	78.5
1: Marked	26	21.5	121	100

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	76	62.8	76	62.8
1: Marked	45	37.2	121	100

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	78	64.5	78	64.5
1: Marked	43	35.5	121	100

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	79	65.3	79	65.3
1: Marked	42	34.7	121	100

Q7j. Community services: Community service children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	86	71.1	86	71.1
1: Marked	35	28.9	121	100

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	60	49.6	60	49.6
1: Marked	61	50.4	121	100

Q7l. Community services: Information on museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	79	65.3	79	65.3
1: Marked	42	34.7	121	100

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	119	98.3	119	98.3
1: Marked	2	1.7	121	100

Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.1	5	4.1
2: 5-10	2	1.7	7	5.8
3: 15-20	9	7.4	16	13.2
4: 25-30	37	30.6	53	43.8
5: 35-45	29	24.0	82	67.8
6: 50-60	20	16.5	102	84.3
7: over 1 hour	19	15.7	121	100

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	6.6	8	6.6
1: none	2	1.7	10	8.3
2: 5-10	12	9.9	22	18.2
3: 15-20	26	21.5	48	39.7
4: 25-30	30	24.8	78	64.5
5: 35-45	23	19.0	101	83.5
6: 50-60	9	7.4	110	90.9
7: over 1 hour	11	9.1	121	100

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT
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Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	8.3	10	8.3
1: none	6	5.0	16	13.2
2: 5-10	4	3.3	20	16.5
3: 15-20	20	16.5	40	33.1
4: 25-30	23	19.0	63	52.1
5: 35-45	9	7.4	72	59.5
6: 50-60	17	14.0	89	73.6
7: over 1 hour	32	26.4	121	100

Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	9.1	11	9.1
1: yes	93	76.9	104	86.0
2: no	17	14.0	121	100.0

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	6.6	8	6.6
1: Top student	25	20.7	33	27.3
2: Good student	39	32.2	72	59.5
3: OK/Avg stdnt	28	23.1	100	82.6
4: Fair student	18	14.9	118	97.5
5: Poor student	3	2.5	121	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	7.4	9	7.4
1: Likes-a lot	78	64.5	87	71.9
2: Likes-little	23	19.0	110	90.9
3: Dslks-little	8	6.6	118	97.5
4: Dslks-a lot	3	2.5	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	6.6	8	6.6
1: Always	71	58.7	79	65.3
2: Usually	22	18.2	101	83.5
3: Once in awhile	12	9.9	113	93.4
4: Never	8	6.6	121	100.0

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	9.1	11	9.1
1: Always	69	57.0	80	66.1
2: Usually	37	30.6	117	96.7
3: Once in awhile	4	3.3	121	100.0

Q9e. When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	74	61.2	74	61.2
1: Marked	47	38.8	121	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	98	81.0	98	81.0
1: Marked	23	19.0	121	100.0

Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	60	49.6	60	49.6
1: Marked	61	50.4	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

CENTRAL PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT
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Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	118	97.5	118	97.5
1: Marked	3	2.5	121	100.0

Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	8.3	10	8.3
1: 1	46	38.0	56	46.3
2: 2	50	41.3	106	87.6
3: 3	10	8.3	116	95.9
4: 4	4	3.3	120	99.2
5: 5 or more	1	0.8	121	100.0

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.0	6	5.0
1: 1	17	14.0	23	19.0
2: 2	36	29.8	59	48.8
3: 3	33	27.3	92	76.0
4: 4	17	14.0	109	90.1
5: 5 or more	12	9.9	121	100.0

Q9h. Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	12	9.9	12	9.9
1: < High school	13	10.7	25	20.7
2: HS grad	33	27.3	58	47.9
3: Some col/trnng	45	37.2	103	85.1
4: College grad	18	14.9	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9i. Are you employed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	5.8	7	5.8
1: Full-time	70	57.9	77	63.6
2: Part-time	11	9.1	88	72.7
3: Not employed	33	27.3	121	100.0

Q9j. How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.0	6	5.0
1: 1	38	31.4	44	36.4
2: 2	49	40.5	93	76.9
3: 3	21	17.4	114	94.2
4: 4	4	3.3	118	97.5
5: 5 or more	3	2.5	121	100.0

Q9k. Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	89	73.6	89	73.6
1: Marked	32	26.4	121	100.0

Q9k. Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	95	78.5	95	78.5
1: Marked	26	21.5	121	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	92	76.0	92	76.0
1: Marked	29	24.0	121	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	79	65.3	79	65.3
1: Marked	42	34.7	121	100.0

Q9k. Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	72	59.5	72	59.5
1: Marked	49	40.5	121	100.0

Q9k. Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	103	85.1	103	85.1
1: Marked	18	14.9	121	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	109	90.1	109	90.1
1: Marked	12	9.9	121	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

COVINGTON STREET ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT

COVINGTON STREET ELEMENTARY YEAR-ROUND SCHOOL
SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 161

Demographic Information
Sex of oldest child

	Freq	Per	Cum.Freq.	Cum.%Per
0: Missing	9	5.6	9	5.6
1: Boy	68	42.2	77	47.8
2: Girl	84	52.2	161	100.0

Demographic Information
Who filled in form

	Freq	Per	Cum.Freq.	Cum.%Per
0: Missing	12	7.5	12	7.5
1: Mother	132	82.0	144	89.4
2: Father	9	5.6	153	95.0
5: Aunt	1	0.6	154	95.7
7: Grandmother	4	2.5	158	98.1
8: Guardian	3	1.9	161	100.0

Q1a. This is very good school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Strongly disagree	2	1.2	10	6.2
2: Disagree little	9	5.6	19	11.8
3: Agree little	42	26.1	61	37.9
4: Strongly agree	100	62.1	161	100.0

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Strongly disagree	6	3.7	13	8.1
2: Disagree little	11	6.8	24	14.9
3: Agree little	36	22.4	60	37.3
4: Strongly agree	101	62.7	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

COVINGTON STREET ELEMENTARY YEAR-ROUND SCHOOL
SUMMARY REPORT
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Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Strongly disagree	6	3.7	14	8.7
2: Disagree little	6	3.7	20	12.4
3: Agree little	31	19.3	51	31.7
4: Strongly agree	110	68.3	161	100.0

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Strongly disagree	1	0.6	11	6.8
2: Disagree little	8	5.0	19	11.8
3: Agree little	39	24.2	58	36.0
4: Strongly agree	103	64.0	161	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Strongly disagree	3	1.9	10	6.2
2: Disagree little	9	5.6	19	11.8
3: Agree little	34	21.1	53	32.9
4: Strongly agree	108	67.1	161	100.0

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Strongly disagree	29	18.0	38	23.6
2: Disagree little	60	37.3	98	60.9
3: Agree little	45	28.0	143	88.8
4: Strongly agree	18	11.2	161	100.0

**Note. Freq = Frequency; %Per = Percent;
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Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Strongly disagree	29	18.0	38	23.6
2: Disagree little	60	37.3	98	60.9
3: Agree little	45	28.0	143	88.8
4: Strongly agree	18	11.2	161	100.0

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Strongly disagree	61	37.9	71	44.1
2: Disagree little	31	19.3	102	63.4
3: Agree little	32	19.9	134	83.2
4: Strongly agree	27	16.8	161	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Strongly disagree	3	1.9	10	6.2
2: Disagree little	1	0.6	11	6.8
3: Agree little	25	15.5	36	22.4
4: Strongly agree	125	77.6	161	100.0

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Strongly disagree	4	2.5	11	6.8
2: Disagree little	1	0.6	12	7.5
3: Agree little	35	21.7	47	29.2
4: Strongly agree	114	70.8	161	100.0

Note. Freq = Frequency; %Per = Percent;
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Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Strongly disagree	24	14.9	33	20.5
2: Disagree little	36	22.4	69	42.9
3: Agree little	48	29.8	117	72.7
4: Strongly agree	44	27.3	161	100.0

Q1l. My child is learning as much can

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Strongly disagree	12	7.5	22	13.7
2: Disagree little	29	18.0	51	31.7
3: Agree little	36	22.4	87	54.0
4: Strongly agree	74	46.0	161	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	15	9.3	15	9.3
1: Strongly disagree	20	12.4	35	21.7
2: Disagree little	28	17.4	63	39.1
3: Agree little	65	40.4	128	79.5
4: Strongly agree	33	20.5	161	100.0

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	15	9.3	15	9.3
1: Strongly disagree	9	5.6	24	14.9
2: Disagree little	18	11.2	42	26.1
3: Agree little	56	34.8	98	60.9
4: Strongly agree	63	39.1	161	100.0

Note. Freq = Frequency; %Per = Percent;
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Cum.%Per = Cumulative Percent.

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Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Strongly disagree	8	5.0	16	9.9
2: Disagree little	9	5.6	25	15.5
3: Agree little	30	18.6	55	34.2
4: Strongly agree	106	65.8	161	100.0

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	6.8	11	6.8
1: Strongly disagree	4	2.5	15	9.3
2: Disagree little	15	9.3	30	18.6
3: Agree little	45	28.0	75	46.6
4: Strongly agree	86	53.4	161	100.0

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Strongly disagree	9	5.6	17	10.6
2: Disagree little	12	7.5	29	18.0
3: Agree little	51	31.7	80	49.7
4: Strongly agree	81	50.3	161	100.0

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	78	48.4	78	48.4
1: Marked	83	51.6	161	100.0

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Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	125	77.6	125	77.6
1: Marked	36	22.4	161	100.0

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	138	85.7	138	85.7
1: Marked	23	14.3	161	100.0

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	86	53.4	86	53.4
1: Marked	75	46.6	161	100.0

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	121	75.2	121	75.2
1: Marked	40	24.8	161	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	120	74.5	120	74.5
1: Marked	41	25.5	161	100.0

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Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	111	68.9	111	68.9
1: Marked	50	31.1	161	100.0

Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	108	67.1	108	67.1
1: Marked	53	32.9	161	100.0

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	154	95.7	154	95.7
1: Marked	7	4.3	161	100.0

Q2. Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	124	77.0	124	7.0
1: Marked	37	23.0	161	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	130	80.7	130	80.7
1: Marked	31	19.3	161	100.0

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Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: 0, not yet	2	1.2	10	6.2
2: 1-2 this year	3	1.9	13	8.1
3: Few times	6	3.7	19	11.8
4: Many times	142	88.2	161	100.0

Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: 0, not yet	27	16.8	35	21.7
2: 1-2 This year	35	21.7	70	43.5
3: Few times	38	23.6	108	37.1
4: Many times	81	50.3	161	100.0

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: 0, not yet	6	3.7	16	9.9
2: 1-2 This year	2	1.2	18	11.2
3: Few times	37	23.0	55	34.2
4: Many times	106	65.8	161	100.0

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: 0, not yet	3	1.9	11	6.8
2: 1-2 This year	1	0.6	12	7.5
3: Few times	13	8.1	25	15.5
4: Many times	136	84.5	161	100.0

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Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	6.8	11	6.8
1: 0, not yet	24	14.9	35	21.7
2: 1-2 This year	9	5.6	44	27.3
3: Few times	22	13.7	66	41.0
4: Many times	95	59.0	161	100.0

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	3	1.9	12	7.5
3: Few times	12	7.5	24	14.9
4: Many times	137	85.1	161	100.0

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: 0, not yet	18	11.2	26	16.1
2: 1-2 This year	3	1.9	29	18.0
3: Few times	21	13.0	50	31.1
4: Many times	111	68.9	161	100.0

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: 0, not yet	9	5.6	17	1.6
2: 1-2 This year	14	8.7	31	19.3
3: Few times	58	36.0	89	55.3
4: Many times	72	44.7	161	100.0

Note. Freq = Frequency; %Per = Percent;
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Cum.%Per = Cumulative Percent.

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Q3i. Oldest: Help child plan time: homework/chores

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	5	3.1	14	8.7
2: 1-2 This year	6	3.7	20	12.4
3: Few times	19	11.8	39	24.4
4: Many times	122	75.8	161	100.0

Q3j. Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	19	11.8	28	17.4
2: 1-2 This year	37	23.0	65	40.4
3: Few times	43	26.7	108	67.1
4: Many times	53	32.9	161	100.0

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	14	8.7	14	8.7
1: 0, not yet	76	47.2	90	55.9
2: 1-2 This year	31	19.3	121	75.2
3: Few times	20	12.4	141	87.6
4: Many times	20	12.4	161	100.0

Q3l. Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	6.8	11	6.8
1: 0, not yet	83	51.6	94	58.4
2: 1-2 This year	40	24.8	134	83.2
3: Few times	12	7.5	146	90.7
4: Many times	15	9.3	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	3	1.9	12	7.5
3: Few times	2	1.2	14	8.7
4: Many times	147	91.3	161	100.0

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	6.8	11	6.8
1: 0, not yet	106	65.8	117	72.7
2: 1-2 This year	16	9.9	133	82.6
3: Few times	9	5.6	142	88.2
4: Many times	19	11.8	161	100.0

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	51	31.7	60	37.3
2: 1-2 This year	31	19.3	91	56.5
3: Few times	30	18.6	121	75.2
4: Many times	40	24.8	161	100.0

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	60	37.3	69	42.9
2: 1-2 This year	25	15.5	94	58.4
3: Few times	33	20.5	127	78.9
4: Many times	34	21.1	161	100.0

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Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	18	11.2	27	16.8
2: 1-2 This year	19	11.8	49	28.6
3: Few times	44	27.3	90	55.9
4: Many times	71	44.1	161	100.0

Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: 0, not yet	3	1.9	12	7.5
2: 1-2 This year	1	0.6	13	8.1
3: Few times	8	5.0	21	13.0
4: Many times	140	87.0	161	100.0

Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Doesn't do	25	15.5	35	21.7
2: Does-could imprv	53	32.9	88	54.7
3: Does-very well	73	45.3	161	100.0

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Doesn't do	8	5.0	15	9.3
2: Does-could imprv	40	24.8	55	34.2
3: Does-very well	106	65.8	161	100.0

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Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Doesn't do	19	11.8	27	16.8
2: Does-could imprv	48	29.8	75	46.6
3: Does-very well	86	53.4	161	100.0

Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Doesn't do	6	3.7	14	8.7
2: Does-could imprv	28	17.4	42	26.1
3: Does-very well	119	73.9	161	100.0

Q4e. School: Explains how to check child's homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	16	9.9	16	9.9
1: Doesn't do	59	36.6	75	46.6
2: Does-could imprv	38	23.6	113	70.2
3: Does-very well	48	29.8	161	100.0

Q4f. School: Sends home news about things at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1: Doesn't do	7	4.3	14	8.7
2: Does-could imprv	25	15.5	39	24.2
3: Does-very well	122	75.8	161	100.0

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Q4g. School: Gives information how report-card grades earned

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	13	8.1	13	8.1
1: Doesn't do	33	20.5	46	28.6
2: Does-could imprv	52	32.3	98	60.9
3: Does-very well	63	39.1	161	100.0

Q4h. School: Assigns homework requires child talk/me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Doesn't do	23	14.3	32	19.9
2: Does-could imprv	51	31.7	83	51.6
3: Does-very well	78	48.4	161	100.0

Q4i. School: Sends clear notices I can read easily

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Doesn't do	11	6.8	20	12.4
2: Does-could imprv	27	16.8	47	29.2
3: Does-very well	114	70.8	161	100.0

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	6.8	11	6.8
1: Doesn't do	15	9.3	26	16.1
2: Does-could imprv	34	21.1	60	37.3
3: Does-very well	101	62.7	161	100.0

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Doesn't do	7	4.3	17	10.6
2: Does-could imprv	17	10.6	34	21.1
3: Does-very well	127	78.9	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q4l. School: Contacts me if child does well/impv

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Doesn't do	30	18.6	40	24.8
2: Does-could imprv	47	29.2	87	54.0
3: Does-very well	74	46.0	161	100.0

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Doesn't do	25	15.5	34	21.1
2: Does-could imprv	31	19.3	65	40.4
3: Does-very well	96	59.6	161	100.0

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Doesn't do	7	4.3	15	9.3
2: Does-could imprv	19	11.8	34	21.1
3: Does-very well	127	78.9	161	100.0

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	12	7.5	12	7.5
1: Doesn't do	8	5.0	20	12.4
2: Does-could imprv	19	11.8	39	24.2
3: Does-very well	122	75.8	161	100.0

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	18	11.2	18	11..2
1: Doesn't do	31	19.3	49	30.4
2: Does-could imprv	42	26.1	91	56.5
3: Does-very well	70	43.5	161	100.0

**Note. Freq = Frequency; %Per = Percent;
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Cum.%Per = Cumulative Percent.**

Q4q. School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	17	10.6	17	10.6
1: Doesn't do	44	27.3	61	37.9
2: Does-could imprv	33	20.5	94	58.4
3: Does-very well	67	41.6	161	100.0

Q5a. Workshop: How children child's age grw/dev

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	112	69.6	112	69.6
1: Marked	49	30.4	161	100.0

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	101	62.7	101	62.7
1: Marked	60	37.3	161	100.0

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	112	69.6	112	69.6
1: Marked	49	30.4	161	100.0

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	143	88.8	143	88.8
1: Marked	18	11.2	161	100.0

Q5e. Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	102	63.4	102	63.4
1: Marked	59	36.6	161	100.0

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Cum.%Per = Cumulative Percent.**

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Q5f. Workshop: Raising children as a sngl parent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	119	73.9	119	73.9
1: Marked	42	26.1	161	100.0

Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	77	47.8	77	47.8
1: Marked	84	52.2	161	100.0

Q5h. Workshop: Helping children take tests

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	109	67.7	109	67.7
1: Marked	52	32.3	161	100.0

Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	141	87.6	141	87.6
1: Marked	20	12.4	161	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	148	91.9	148	91.9
1: Marked	13	8.1	161	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	157	97.5	157	97.5
1: Marked	4	2.5	161	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

COVINGTON STREET ELEMENTARY YEAR-ROUND SCHOOL
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Q51. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	27	16.8	27	16.8
1: Yes	23	14.3	50	31.1
2: No	111	68.9	161	100.0

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	21	13.0	21	13.0
1: Less this year	32	19.9	53	32.9
2: About same	87	54.0	140	87.0
2: More this year	21	13.0	161	100.0

Q7a.Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	131	81.4	131	81.4
1: Marked	30	18.6	161	100.0

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	130	80.7	130	80.7
1: Marked	31	19.3	161	100.0

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	136	84.5	136	84.5
1: Marked	25	15.5	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	145	90.1	145	90.1
1: Marked	16	9.9	161	100.0

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	144	89.4	144	89.4
1: Marked	17	10.6	161	100.0

Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	142	88.2	142	88.2
1: Marked	19	11.8	161	100.0

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	118	73.3	118	73.3
1: Marked	43	26.7	161	100.0

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	115	71.4	115	71.4
1: Marked	46	28.6	161	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	109	67.7	131	81.4
1: Marked	52	32.3	161	100.0

Q7j. Community services: Community service that children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	107	66.5	107	66.5
1: Marked	54	33.5	161	100.0

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	92	57.1	92	57.1
1: Marked	69	42.9	161	100.0

Q7l. Community services: Information on museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	94	58.4	94	58.4
1: Marked	67	41.6	161	100.0

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	159	98.8	159	98.8
1: Marked	2	1.5	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
2: 5-10	1	0.6	9	5.6
3: 15-20	6	3.7	15	9.3
4: 25-30	33	20.5	48	29.8
5: 35-45	45	28.0	93	57.8
6: 50-60	23	14.3	116	72.0
7: Over 1 hour	45	28.0	161	100.0

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
2: 5-10	8	5.0	17	10.6
3: 15-20	31	19.3	48	29.8
4: 25-30	39	24.2	87	54.0
5: 35-45	31	19.3	118	73.3
6: 50-60	11	6.8	129	80.1
7: Over 1 hour	32	19.9	161	100.0

Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	19	11.8	19	11.8
1: None	3	1.9	22	13.7
2: 5-10	5	3.1	27	16.8
3: 15-20	12	7.5	39	24.2
4: 25-30	24	14.9	63	39.1
5: 35-45	21	13.0	84	52.2
6: 50-60	20	12.4	104	64.6
7: Over 1 hour	57	35.4	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Yes	137	85.1	145	90.1
2: No	16	9.9	161	100.0

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Yes	33	20.5	42	26.1
2: Good student	74	46.0	116	72.0
3: OK/Avg student	30	18.6	146	90.7
4: Fair student	13	8.1	156	98.8
5: Poor student	2	1.2	161	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Likes-a lot	99	61.5	108	67.1
2: Likes-little	44	27.3	152	94.4
3: Dslks-little	5	3.1	157	97.5
4: Dslks-a lot	4	2.5	161	100.0

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	6.2	10	6.2
1: Always	96	59.6	106	65.8
2: Usually	38	23.6	144	89.4
3: Once in awhile	13	8.1	157	97.5
4: Never	4	2.5	161	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	5.6	9	5.6
1: Always	108	67.1	117	72.7
2: Usually	40	24.8	157	97.5
3: Once in awhile	4	2.5	161	100.0

Q9e.When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	108	67.1	108	67.1
1: Marked	53	32.9	161	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	107	66.5	107	66.5
1: Marked	54	33.5	161	100.0

Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	60	37.3	60	37.3
1: Marked	101	62.7	161	100.0

Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	158	98.1	158	98.1
1: Marked	3	1.9	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	3.1	5	3.1
1	39	24.2	44	27.3
2	104	64.6	148	91.9
3	7	4.3	155	96.3
4	2	1.2	157	97.5
5 or more	4	2.5	161	100.0

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	4.3	7	4.3
1	33	20.5	40	24.8
2	64	39.8	104	64.6
3	37	23.0	141	87.6
4	13	8.1	154	95.7
5 or more	7	4.3	161	100.0

Q9h. Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	12	7.5	7	7.5
1	16	9.9	28	17.4
2	34	21.1	62	38.5
3	46	28.6	108	67.1
4	53	32.9	161	100.0

Q9i. Are you employed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1: Full-time	101	62.7	109	67.7
2: Part-time	12	7.5	121	75.2
3: Not employed	40	24.8	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9j. How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	5.0	8	5.0
1	96	59.6	104	64.6
2	42	26.1	146	90.7
3	12	7.5	158	98.1
4	1	0.6	159	98.8
5 or more	2	1.2	161	100.0

Q9k. Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	113	70.2	113	70.2
1: Marked	48	29.8	161	100.0

Q9k. Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	110	68.3	110	68.3
1: Marked	51	31.7	161	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	124	77.0	124	77.0
1: Marked	37	23.0	161	100.0

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	131	81.4	131	81.4
1: Marked	30	18.6	161	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9k. Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	143	88.8	143	88.8
1: Marked	18	11.2	161	100.0

Q9k. Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	124	77.0	124	77.0
1: Marked	37	23.0	161	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	151	93.8	151	93.8
1: Marked	10	6.2	161	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

LAUREL HILL ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT

LAUREL HILL ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 56

Demographic Information
Sex of oldest child

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	24	42.9	24	42.9
1: Marked	32	57.1	56	100.0

Demographic Information
Who filled in form

	Freq	Per	Cum.Freq.	Cum.%Per
1: Mother	48	85.7	48	85.7
2: Father	5	8.9	53	94.6
3: Stepmother	1	1.8	54	96.4
4: Stepfather	1	1.8	55	98.2
7: Grandmother	1	1.8	56	100.0

Q1a. This is very good school

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	4	7.1	4	7.1
3: Agree little	15	26.8	19	33.9
4: Strongly agree	37	66.1	56	100.0

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	1	1.8	1	1.8
3: Agree little	18	32.1	19	33.9
4: Strongly agree	37	66.1	56	100.0

Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	1	1.8	1	1.8
3: Agree little	12	21.4	13	23.2
4: Strongly agree	43	76.8	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	4	7.1	4	7.1
3: Agree little	20	35.7	24	42.9
4: Strongly agree	32	57.1	56	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
2: Disagree little	1	1.8	1	3.6
3: Agree little	23	41.1	25	44.6
4: Strongly agree	31	55.4	56	100.0

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Strongly disagree	19	33.9	20	35.7
2: Disagree little	14	25.0	34	60.7
3: Agree little	18	32.1	52	92.9
4: Strongly agree	4	7.1	56	100.0

Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	6	10.7	6	10.7
2: Disagree little	14	25.0	20	35.7
3: Agree little	30	53.6	50	89.3
4: Strongly agree	6	10.7	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Strongly agree	22	39.3	23	41.1
2: Disagree little	17	30.4	40	71.4
3: Agree little	7	12.5	47	89.3
4: Strongly agree	9	16.1	56	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum.%Per
3: Agree little	12	21.4	12	21.4
4: Strongly agree	44	78.6	56	100.0

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly agree	1	1.8	1	1.8
2: Disagree little	2	3.6	3	5.4
3: Agree little	12	30.4	20	35.7
4: Strongly agree	43	64.3	56	100.0

Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	5	8.9	5	8.9
2: Disagree little	24	42.9	29	51.8
3: Agree little	20	35.7	49	87.5
4: Strongly agree	7	12.5	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1l. My child is learning as much as can

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Strongly disagree	2	3.6	3	5.4
2: Disagree little	7	12.5	10	17.9
3: Agree little	16	28.6	26	46.4
4: Strongly agree	30	53.6	56	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.6	2	3.6
1: Strongly disagree	8	14.3	10	17.9
2: Disagree little	13	23.2	23	41.1
3: Agree little	23	41.1	46	82.1
4: Strongly agree	10	17.9	56	100.0

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Strongly disagree	1	1.8	2	3.8
2: Disagree little	5	8.9	7	12.5
3: Agree little	20	35.7	27	48.2
4: Strongly agree	29	51.8	56	100.0

Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	1	1.8	1	1.8
3: Agree little	13	23.2	14	25.0
4: Strongly agree	42	75.0	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	2	3.6	2	3.6
3: Agree little	23	41.1	25	44.6
4: Strongly agree	31	55.4	56	100.0

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	3	5.4	3	5.4
2: Disagree little	4	7.1	7	12.5
3: Agree little	21	37.5	28	50.0
4: Strongly agree	28	50.0	56	100.0

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	16	28.6	16	28.6
1: Marked	40	71.4	56	100.0

Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	45	80.4	45	80.4
1: Marked	11	19.6	56	100.0

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	53	94.6	53	94.6
1: Marked	3	5.4	56	100.0

Note. Freq = Frequency; %Per = Percent; Cum.Freq = Cumulative Frequency; Cum.%Per = Cumulative Percent.

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	71.4	40	71.4
1: Marked	16	28.6	56	100.0

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	47	83.9	47	83.9
1: Marked	9	16.1	56	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	82.1	46	82.1
1: Marked	10	17.9	56	100.0

Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	67.9	38	67.9
1: Marked	18	32.1	56	100.0

Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	75.0	42	75.0
1: Marked	14	25.0	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	54	96.4	54	96.4
1: Marked	2	3.6	56	100.0

Q2.Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	76.8	43	76.8
1: Marked	13	23.2	56	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	50	89.3	50	89.3
1: Marked	6	10.7	56	100.0

Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum.%Per
2: 1-2 this year	1	1.8	1	1.8
3: Few times	1	1.8	2	3.6
4: Many times	54	96.4	56	100.0

Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	10	17.9	10	17.9
2: 1-2 this year	16	28.6	26	46.4
3: Few times	16	28.6	42	75.0
4: Many times	14	25.0	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: 0, Not yet	2	3.6	3	5.4
2: 1-2 this year	4	7.1	7	12.5
3: Few times	11	19.6	18	32.1
4: Many times	38	67.9	56	100.0

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum.%Per
2: 1-2 this year	2	3.6	2	3.6
3: Few times	4	7.1	6	10.7
4: Many times	50	89.3	56	100.0

Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: 0, not yet	1	1.8	2	3.6
2: 1-2 this year	4	7.1	6	10.7
3: Few times	14	25.0	20	35.7
4: Many times	36	64.3	56	100.0

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	1	1.8	1	1.8
3: Few times	4	7.1	5	8.9
4: Many times	51	91.1	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

LAUREL HILL ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 56

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: 0, not yet	3	5.4	4	7.1
3: Few times	3	5.4	7	12.5
4: Many times	49	87.5	56	100.0

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	1	1.8	1	1.8
2: 1-2 this year	10	17.9	11	19.6
3: Few times	20	35.7	31	55.4
4: Many times	25	44.6	56	100.0

Q3i. Oldest: Help child plan time: homework/chores

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	1	108	1	1.8
2: 1-2 this year	3	5.4	4	7.1
3: Few times	4	7.1	8	14.3
4: Many times	48	85.7	56	100.0

Q3j.Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	9	16.1	9	16.1
2: 1-2 this year	19	33.9	28	50.0
3: Few times	10	17.9	38	67.9
4: Many times	18	32.1	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	28	50.0	28	50.0
2: 1-2 this year	20	35.7	48	85.7
3: Few times	3	5.4	51	91.1
4: Many times	5	8.9	56	100.0

Q3l. Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: 0, not yet	43	76.8	44	78.6
2: 1-2 this year	6	10.7	50	89.3
3: Few times	3	5.4	53	94.6
4: Many times	3	5.4	56	100.0

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
3: Few times	1	1.8	2	3.6
4: Many times	54	96.4	56	100.0

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	43	76.8	43	76.8
2: 1-2 this year	4	7.1	47	83.9
3: Few times	5	8.9	51	92.9
4: Many times	4	7.1	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.6	2	3.6
1: 0, not yet	17	30.4	19	33.9
2: 1-2 this year	14	25.0	33	58.9
3: Few times	14	25.0	47	83.9
4: Many times	9	16.1	56	100.0

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: 0, not yet	17	30.4	18	32.1
2: 1-2 this year	16	28.6	34	60.7
3: Few times	10	17.9	44	78.6
4: Many times	12	21.4	56	100.0

Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum.%Per
1: 0, not yet	6	10.7	6	10.7
2: 1-2 this year	15	26.8	21	37.5
3: Few times	12	21.4	33	58.9
4: Many times	23	41.1	56	100.0

Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum.%Per
3: Few times	1	1.8	1	1.8
4: Many times	55	98.2	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	7	12.5	7	12.5
2: Does-could imprv	23	41.1	30	53.6
3: Does-very well	26	46.4	56	100.0

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	1	1.8	1	1.8
2: Does-could imprv	14	25.0	15	26.8
3: Does-very well	41	73.2	56	100.0

Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	4	7.1	4	7.1
2: Does-could imprv	21	37.5	25	44.6
3: Does-very well	31	55.4	56	100.0

Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	1	1.8	1	1.8
2: Does-could imprv	6	10.7	7	12.5
3: Does-very well	49	87.5	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4e. School: Explains how to check child's homework

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	21	37.5	21	37.5
2: Does-could imprv	18	32.1	39	69.6
3: Does-very well	17	30.4	56	100.0

Q4f. School: Sends home news about things at school

	Freq	Per	Cum.Freq.	Cum.%Per
2: Does-could imprv	4	7.1	4	7.1
3: Does-very well	52	92.9	56	100.0

Q4g. School: Gives information how report-card grades earned

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	7	12.5	7	12.5
2: Does-could imprv	24	42.9	31	55.4
3: Does-very well	25	44.6	56	100.0

Q4h. School: Assigns homework requires child talk/me

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	5	8.9	5	8.9
2: Does-could imprv	17	30.4	22	39.3
3: Does-very well	34	60.7	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4i. School: Sends clear notices I can read easily

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Doesn't do	2	3.6	3	3.6
2: Does-could imprv	8	14.3	11	19.6
3: Does-very well	45	80.4	56	100.0

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum.%Per
1: Disagree little	5	8.9	5	8.9
2: Agree little	10	17.9	15	26.8
3: Strongly agree	41	73.2	56	100.0

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	1	1.8	1	1.8
2: Does-could imprv	9	16.1	10	17.9
3: Does-very well	46	82.1	56	100.0

Q4l. School: Contacts me if child does well/improves

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	11	19.6	11	19.6
2: Does-could imprv	18	32.1	29	51.8
3: Does-very well	27	48.2	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	10	17.9	10	17.9
2: Does-could imprv	10	17.9	20	35.7
3: Does-very well	36	64.3	56	100.0

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	4	7.1	4	7.1
2: Does-could imprv	13	23.2	17	30.4
3: Does-very well	39	69.6	56	100.0

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	3	5.4	3	5.4
2: Does-could imprv	4	7.1	7	12.5
3: Does-very well	49	87.5	56	100.0

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Doesn't do	14	25.0	15	26.8
2: Does-could imprv	14	25.0	29	51.8
3: Does-very well	27	48.2	56	100.0

Q4q.School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	14	25.0	14	25.0
2: Does-could imprv	20	35.7	34	60.7
3: Does-very well	22	39.9	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5a. Workshop: How children my child's age grow/develop

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	67.9	38	67.9
1: Marked	18	32.1	56	100.0

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	39	69.6	39	69.6
1: Marked	17	30.4	56	100.0

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	73.2	43	73.2
1: Marked	15	26.8	56	100.0

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	53	94.6	53	94.6
1: Marked	3	5.4	56	100.0

Q5e. Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	75.0	42	75.0
1: Marked	14	25.0	56	100.0

Q5f. Workshop: Raising children as a single parent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	44	78.6	44	78.6
1: Marked	12	21.4	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

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Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	24	42.9	24	42.9
1: Marked	32	57.1	56	100.0

Q5h. Workshop: Helping children take tests

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	66.1	37	66.1
1: Marked	19	33.9	56	100.0

Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	82.1	46	82.1
1: Marked	10	17.9	56	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	54	96.4	54	96.4
1: Marked	2	3.6	56	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	55	98.2	55	98.2
1: Marked	1	1.8	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q51. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	10.7	6	10.7
1: Yes	10	17.9	16	28.6
2: No	40	71.4	56	100.0

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.4	3	5.4
1: Less this year	8	14.3	11	19.6
2: About same	42	75.0	53	94.6
3: More this year	3	5.4	56	100.0

Q7a. Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Disagree little	50	89.3	50	89.3
1: Strongly agree	6	10.7	56	100.0

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	87.5	49	87.5
1: Marked	7	12.5	56	100.0

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	52	92.9	52	92.9
1: Marked	4	7.1	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	53	94.6	53	94.6
1: Marked	3	5.4	56	100.0

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	54	96.4	54	96.4
1: Marked	2	3.6	56	100.0

Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	51	91.1	51	91.1
1: Marked	5	8.9	56	100.0

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	71.4	40	71.4
1: Marked	16	28.6	56	100.0

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	73.2	41	76.2
1: Marked	15	26.8	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	60.7	34	60.7
1: Marked	22	39.3	56	100.0

Q7j. Community services: Community service children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	71.4	40	71.4
1: Marked	16	28.6	56	100.0

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	66.1	37	66.1
1: Marked	19	33.9	56	100.0

Q7l. Community services: Information on museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	35	62.5	35	62.5
1: Marked	21	37.5	56	100.0

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	55	98.2	55	98.2
1: Marked	1	1.8	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
3: 15-20	3	5.4	1	7.1
4: 25-30	10	17.9	14	25.0
5: 35-45	13	23.2	27	48.2
6: 50-60	11	19.6	38	67.9
7: Over 1 hour	18	321	56	100.0

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
2: 5-10	6	10.7	6	10.7
3: 15-20	8	14.3	14	25.0
4: 25-30	16	28.6	30	53.6
5: 35-45	12	21.4	42	75.0
6: 50-60	6	10.7	48	85.7
7: Over 1 hour	8	14.3	56	100.0

Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
1: None	4	7.1	4	7.1
2: 5-10	1	1.8	5	8.9
3: 15-20	5	8.9	10	17.9
4: 25-30	13	23.2	23	41.1
5: 35-45	9	16.1	32	57.1
6: 50-60	9	16.1	41	73.2
7: Over 1 hour	15	26.8	56	100.0

Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Yes	46	82.1	47	83.9
2: No	9	16.1	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Top student	12	21.4	13	23.2
2: Good student	25	44.6	38	67.9
3: OK/Avg stdnt	14	25.0	52	92.9
4: Fair student	3	5.4	55	98.2
5: Poor student	1	1.8	56	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Likes-a lot	36	64.3	37	66.1
2: Likes-little	15	26.8	52	92.9
3: Dslks-little	3	5.4	55	98.2
4: Dslks-a lot	1	1.8	56	100.0

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
1: Always	33	58.9	33	58.9
2: Usually	16	28.6	49	87.5
3: Once in a while	5	8.9	54	96.4
4: Never	2	3.6	56	100.0

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
1: Always	31	55.4	31	55.4
2: Usually	24	42.9	55	98.2
3: Once in a while	1	1.8	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9e. When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	64.3	36	64.3
1: Marked	20	35.7	56	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	75.0	42	75.0
1: Marked	14	25.0	56	100.0

Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	22	39.3	22	39.3
1: Marked	34	60.7	56	100.0

Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	55	98.2	55	98.2
1: Marked	1	1.8	56	100.0

Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	8.9	5	8.9
1	5	8.9	10	17.9
2	42	75.0	52	92.9
3	3	5.4	55	98.2
5 or more	1	1.8	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
1	15	26.8	15	26.8
2	26	46.4	41	73.2
3	13	23.2	54	96.4
4	1	1.8	55	98.2
5 or more	1	1.8	56	100.0

Q9h.Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.6	2	3.6
1: <High school	2	3.6	4	7.1
2: HS grad	20	35.7	24	42.9
3: Some col/trnng	21	37.5	45	80.4
4: College grad	11	19.6	56	100.0

Q9i. Are you employed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1: Full-time	41	73.2	42	75.0
2: Part-time	6	10.7	48	85.7
2: Not employed	8	14.3	56	100.0

Q9j.How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.8	1	1.8
1	34	60.7	35	62.5
2	17	30.4	52	92.9
3	3	5.4	55	98.2
4	1	1.8	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9k.Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	48	85.7	48	85.7
1: Marked	8	14.3	56	100.0

Q9k.Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	75.0	42	75.0
1: Marked	14	25.0	56	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	73.2	41	73.2
1: Marked	15	26.8	56	100.0

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	76.8	43	76.8
1: Marked	13	23.2	56	100.0

Q9k.Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	76.8	43	76.8
1: Marked	13	23.2	56	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9k.Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	44	78.6	44	78.6
1: Marked	12	21.4	56	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	54	96.4	54	96.4
1: Marked	2	3.6	56	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

NORTH LAURINBURG ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N=113

Demographic Information
Sex of oldest child

	Freq	Per	Cum.Freq.	Cum.%Per
0: Missing	1	0.9	1	0.9
1: Boy	55	48.7	55	48.7
2: Girl	57	50.4	113	100.0

Demographic Information
Who filled in form

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Mother	100	88.5	106	93.8
2: Father	4	3.5	110	97.3
7: Grandmother	2	1.8	112	99.1
9: Guardian	1	0.9	113	100.0

Q1a. This is very good school

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly agree	4	3.5	4	3.5
2: Disagree little	2	1.8	6	5.3
3: Agree little	26	23.0	32	28.3
4: Strongly agree	81	71.7	113	100.0

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
2: Disagree little	7	6.2	9	8.0
3: Agree little	32	28.3	41	36.3
4: Strongly agree	72	63.7	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N=113

Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Strongly disagree	3	2.7	9	8.0
2: Disagree little	2	1.8	11	9.7
3: Agree little	23	20.4	34	30.1
4: Strongly agree	79	69.9	113	100.0

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Strongly disagree	6	5.3	11	9.7
2: Disagree little	5	4.4	16	14.2
3: Agree little	31	27.4	47	41.6
4: Strongly agree	66	58.4	113	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	0.9	1	2.7
1: Strongly disagree	5	4.4	6	15.9
2: Disagree little	6	5.3	12	41.6
3: Agree little	34	30.1	46	85.0
4: Strongly agree	67	59.3	113	100.0

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: Strongly disagree	15	13.3	18	15.9
2: Disagree little	29	25.7	47	41.6
3: Agree little	49	43.4	96	85.0
4: Strongly agree	17	15.0	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
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Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Strongly disagree	19	16.8	24	21.2
2: Disagree little	25	22.1	49	43.4
3: Agree little	38	33.6	87	77.0
4: Strongly agree	26	23.0	113	100.0

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Strongly agree	38	33.6	44	38.9
2: Disagree little	26	23.0	70	61.9
3: Agree little	26	23.0	96	85.0
4: Strongly agree	17	15.0	113	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	0.9	1	0.9
1: Strongly disagree	5	4.4	6	5.3
2: Disagree little	6	5.3	12	10.6
3: Agree little	12	10.6	24	21.2
4: Strongly agree	89	78.8	113	100.0

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Strongly agree	6	5.3	8	7.1
2: Disagree little	7	6.2	15	13.3
3: Agree little	19	16.8	34	30.1
4: Strongly agree	79	69.9	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
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Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Strongly disagree	21	18.6	23	20.4
2: Disagree little	25	22.1	48	42.5
3: Agree little	32	28.3	80	70.8
4: Strongly agree	33	29.2	113	100.0

Q1l. My child is learning as much can

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Strongly disagree	7	6.2	9	8.0
2: Disagree little	16	14.2	25	22.1
3: Agree little	25	22.1	50	44.2
4: Strongly agree	63	55.8	113	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Strongly disagree	12	10.6	18	15.9
2: Disagree little	20	17.7	38	33.6
3: Agree little	42	37.2	80	70.8
4: Strongly agree	33	29.2	113	100.0

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	6.2	7	6.2
1: Strongly disagree	4	3.5	11	9.7
2: Disagree little	17	15.0	28	24.8
3: Agree little	35	31.0	63	55.8
4: Strongly agree	50	44.2	113	100.0

**Note. Freq = Frequency; %Per = Percent;
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Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Strongly disagree	9	5.3	8	7.1
2: Disagree little	5	4.4	13	11.5
3: Agree little	29	25.7	42	37.2
4: Strongly agree	71	62.8	113	100.0

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Strongly disagree	10	8.8	15	13.3
2: Disagree little	8	7.1	23	20.4
3: Agree little	32	28.3	55	48.7
4: Strongly agree	58	51.3	113	100.0

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Strongly disagree	2	1.87	4	3.5
2: Disagree little	7	6.2	11	9.7
3: Agree little	32	28.3	43	38.1
4: Strongly agree	70	61.9	113	100.0

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	51	45.1	51	45.1
1: Marked	65	54.9	113	100.0

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Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	89	78.8	89	78.8
1: Marked	24	21.2	113	100.0

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	98	86.7	98	86.7
1: Marked	15	13.3	113	100.0

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	50	44.2	50	44.2
1: Marked	63	55.8	113	100.0

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	90	79.6	90	79.6
1: Marked	23	20.4	113	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	83	73.5	83	73.5
1: Marked	30	26.5	113	100.0

Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	69	61.1	69	61.1
1: Marked	44	38.9	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	65	57.5	65	57.5
1: Marked	48	42.5	113	100.0

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	108	95.6	108	95.6
1: Marked	5	4.4	113	100.0

Q2.Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	75	66.4	75	66.4
1: Marked	38	33.6	113	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	91	80.5	91	80.5
1: Marked	22	19.5	113	100.0

Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: 0, not yet	4	3.5	6	5.3
2: 1-2 this year	1	0.9	7	6.2
3: Few times	12	10.6	19	16.8
4: Many times	94	83.2	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: 0, not yet	25	22.1	29	25.7
2: 1-2 this year	20	17.7	49	43.4
3: Few times	34	30.1	83	73.5
4: Many times	30	26.5	113	100.0

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: 0, Not yet	5	4.4	8	7.1
2: 1-2 this year	10	8.8	18	15.9
3: Few times	19	16.8	37	32.7
4: Many times	76	67.3	113	100.0

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: 0, not yet	7	6.2	12	10.6
2: 1-2 this year	1	0.9	13	11.5
3: Few times	6	5.3	19	16.8
4: Many times	94	83.2	113	100.0

Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: 0, not yet	29	25.7	34	30.1
2: 1-2 this year	8	7.1	42	37.2
3: Few times	13	11.5	55	48.7
4: Many times	58	51.3	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: 0, not yet	5	4.4	7	6.2
2: 1-2 this year	4	3.5	11	9.7
3: Few times	2	1.8	13	11.5
4: Many times	100	88.5	113	100.0

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: 0, not yet	15	13.3	18	15.9
2: 1-2 this year	4	3.5	22	19.5
3: Few times	20	17.7	42	37.2
4: Many times	71	62.8	113	100.0

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: 0, not yet	13	11.5	17	15.0
2: 1-2 this year	19	16.8	36	31.9
3: Few times	24	21.2	60	53.1
4: Many times	53	46.9	113	100.0

Q3i. Oldest: Help child plan time: homework/chores

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: 0, not yet	9	8.0	14	12.4
2: 1-2 this year	6	5.3	20	17.7
3: Few times	20	17.7	40	35.4
4: Many times	73	64.6	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3j.Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: 0, not yet	23	20.4	26	23.0
2: 1-2 this year	25	22.1	51	45.1
3: Few times	21	18.6	72	63.7
4: Many times	41	36.3	113	100.0

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: 0, not yet	69	61.1	73	64.6
2: 1-2 this year	18	15.9	91	80.5
3: Few times	12	10.6	103	91.2
4: Many times	10	8.8	113	100.0

Q3l. Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: 0, not yet	77	68.1	83	73.5
2: 1-2 this year	13	11.5	96	85.0
3: Few times	10	8.8	106	93.8
4: Many times	7	6.2	113	100.0

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: 0, not yet	5	4.4	7	6.2
2: 1-2 this year	1	0.9	8	7.1
3: Few times	4	3.5	12	10.6
4: Many times	101	89.4	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: 0, not yet	74	65.5	80	70.8
2: 1-2 this year	7	6.2	87	77.0
3: Few times	12	10.6	99	87.6
4: Many times	14	12.4	113	100.0

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	6.2	7	6.2
1: 0, not yet	46	40.7	53	46.9
2: 1-2 this year	16	14.2	69	61.1
3: Few times	20	17.7	89	78.8
4: Many times	24	21.2	113	100.0

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: 0, not yet	37	32.7	41	36.3
2: 1-2 this year	20	17.7	61	54.0
3: Few times	28	24.8	89	78.8
4: Many times	24	21.2	113	100.0

Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: 0, not yet	26	23.0	32	28.3
2: 1-2 this year	9	8.0	41	36.3
3: Few times	24	21.2	65	57.5
4: Many times	48	42.5	113	100.0

**Note. Freq = Frequency; %Per = Percent;
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Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: 0, not yet	4	3.5	6	5.3
2: 1-2 this year	4	3.5	10	8.8
3: Few times	3	2.7	13	11.5
4: Many times	100	88.5	113	100.0

Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	18	15.9	22	19.5
2: Does-could imprv	27	23.9	49	43.4
3: Does-very well	64	56.6	113	100.0

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Doesn't do	7	6.2	9	8.0
2: Does-could imprv	23	20.4	32	28.3
3: Does-very well	81	71.7	113	100.0

Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
1: Doesn't do	19	16.8	21	18.6
2: Does-could imprv	25	22.1	46	40.7
3: Does-very well	67	59.3	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

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Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	9	8.0	13	11.5
2: Does-could imprv	15	13.3	28	24.8
3: Does-very well	84	75.2	113	100.0

Q4e. School: Explains how to check child's homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	7.1	8	7.1
1: Doesn't do	42	37.2	50	44.2
2: Does-could imprv	22	19.5	72	63.7
3: Does-very well	41	36.3	113	100.0

Q4f. School: Sends home news about things at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Doesn't do	5	4.4	10	8.8
2: Does-could imprv	23	20.4	33	29.2
3: Does-very well	80	70.8	113	100.0

Q4g. School: Gives information how report-card grades earned

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	6.2	7	6.2
1: Doesn't do	29	25.7	36	31.9
2: Does-could imprv	23	20.4	59	52.2
3: Does-very well	54	47.8	113	100.0

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Q4h. School: Assigns homework requires child talk/me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	19	16.8	23	20.4
2: Does-could imprv	28	24.8	51	45.1
3: Does-very well	62	54.9	113	100.0

Q4i. School: Sends clear notices I can read easily

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	10	8.8	14	12.4
2: Does-could imprv	19	16.8	33	29.2
3: Does-very well	80	70.8	113	100.0

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Disagree little	16	14.2	21	18.6
2: Agree little	14	12.4	35	31.0
3: Strongly agree	78	69.0	113	100.0

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	6.2	7	6.2
1: Doesn't do	12	10.6	19	16.8
2: Does-could imprv	15	13.3	34	30.1
3: Does-very well	79	69.9	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

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Q4l. School: Contacts me if child does well/improves

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	26	23.0	30	26.5
2: Does-could imprv	23	20.4	53	46.9
3: Does-very well	60	53.1	113	100.0

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Doesn't do	29	25.7	35	31.0
2: Does-could imprv	23	20.4	58	51.3
3: Does-very well	55	48.7	113	100.0

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	12	10.6	16	14.2
2: Does-could imprv	18	15.9	34	30.1
3: Does-very well	79	69.9	113	100.0

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	3.5	4	3.5
1: Doesn't do	15	13.3	19	16.8
2: Does-could imprv	21	18.6	40	35.4
3: Does-very well	73	64.6	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	7.1	8	7.1
1: Doesn't do	37	32.7	45	39.8
2: Does-could imprv	32	28.3	77	68.1
3: Does-very well	36	31.9	113	100.0

Q4q.School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	6.2	7	6.2
1: Doesn't do	42	37.2	49	43.4
2: Does-could imprv	31	28.3	80	70.8
3: Does-very well	33	31.9	113	100.0

Q5a. Workshop: How children my child's age grow/develop

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	63	55.8	63	55.8
1: Marked	50	44.2	113	100.0

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	69	61.1	69	61.1
1: Marked	44	38.9	113	100.0

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	66	58.4	66	58.4
1: Marked	47	41.6	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	86	76.1	86	76.1
1: Marked	27	23.9	113	100.0

Q5e. Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	72	63.7	72	63.7
1: Marked	41	36.3	113	100.0

Q5f. Workshop: Raising children as a single parent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	70	61.9	70	61.9
1: Marked	41	38.1	113	100.0

Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	53	46.9	53	46.9
1: Marked	60	53.1	113	100.0

Q5h. Workshop: Helping children take tests

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	60	53.1	60	53.1
1: Marked	53	46.9	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
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Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	94	83.2	94	83.2
1: Marked	19	16.8	113	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	87	77.0	87	77.0
1: Marked	26	23.0	113	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	112	99.1	112	99.1
1: Marked	1	0.9	113	100.0

Q5l. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	15	13.3	15	13.3
1: Yes	17	15.0	32	28.3
2: No	81	71.7	113	100.0

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	13	11.5	13	11.5
1: Less this year	25	22.1	38	33.6
2: About same	62	54.9	100	88.5
3: More this year	13	11.5	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q7a. Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	75	66.4	75	66.4
1: Marked	38	33.6	113	100.0

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	88	77.9	88	77.9
1: Marked	25	22.1	113	100.0

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	79	69.9	79	69.9
1: Marked	34	30.1	113	100.0

Q7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	93	82.3	93	82.3
1: Marked	20	17.7	113	100.0

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	98	86.7	98	86.7
1: Marked	15	13.3	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
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Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	92	81.4	92	81.4
1: Marked	21	18.6	113	100.0

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	65	57.5	65	57.5
1: Marked	48	42.5	113	100.0

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	77	68.1	77	68.1
1: Marked	36	31.9	113	100.0

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	80	70.8	80	70.8
1: Marked	33	29.2	113	100.0

Q7j. Community services: Community service children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	67	59.3	67	59.3
1: Marked	46	40.7	113	100.0

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	60	53.1	60	53.1
1: Marked	53	43.9	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q71. Community services: Information museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	76	67.3	76	67.3
1: Marked	37	32.7	113	100.0

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	110	97.3	110	97.3
1: Marked	3	2.7	113	100.0

Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	1.8	2	1.8
2: 5-10	4	3.5	6	5.3
3: 15-20	10	8.8	16	14.2
4: 25-30	27	23.9	43	38.1
5: 35-45	26	23.0	69	61.1
6: 50-60	14	12.4	83	73.5
7: Over 1 hour	30	26.5	113	100.0

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: None	5	4.4	8	7.1
2: 5-10	4	3.5	12	10.6
3: 15-20	19	16.8	31	27.4
4: 25-30	20	17.7	51	45.1
5: 35-45	33	29.2	84	74.3
6: 50-60	6	5.3	90	79.6
7: Over 1 hour	23	20.4	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	7.1	8	7.1
1: None	3	2.7	11	9.7
2: 5-10	2	1.8	13	11.5
3: 15-20	9	8.0	22	19.5
4: 25-30	22	19.5	44	38.9
5: 35-45	14	12.4	58	51.3
6: 50-60	9	8.0	67	59.3
7: Over 1 hour	46	40.7	113	100.0

Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	7.1	8	7.1
1: Yes	97	85.8	105	92.9
2: No	8	7.1	113	100.0

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: Top student	19	16.8	22	19.5
2: Good student	51	45.1	73	64.6
3: OK/Avg stdnt	31	27.4	104	92.0
4: Fair student	8	7.1	112	99.1
5: Poor student	1	0.9	113	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: Likes-a lot	84	74.3	87	77.0
2: Likes-little	17	15.0	104	92.0
3: Dslks-little	6	5.3	110	97.3
4: Dslks-a lot	3	2.7	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1: Always	61	54.0	67	59.3
2: Usually	27	23.9	94	83.2
3: Once in a while	13	11.5	107	94.7
4: Never	6	5.3	113	100.0

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1: Always	79	69.9	82	72.6
2: Usually	27	23.9	109	96.5
3: Once in a while	4	3.5	113	100.0

Q9e. When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	68	60.2	68	60.2
1: Marked	45	39.8	113	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	88	77.9	88	77.9
1: Marked	25	22.1	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
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Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	53	46.9	53	46.9
1: Marked	60	53.1	113	100.0

Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	111	98.2	111	98.2
1: Marked	1	1.8	113	100.0

Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1	38	33.6	43	38.1
2	62	54.9	105	92.9
3	7	6.2	112	99.1
4	1	0.9	113	100.0

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	2.7	3	2.7
1	28	24.8	31	27.4
2	35	31.0	66	58.4
3	29	25.7	95	84.1
4	11	9.7	106	93.8
5 or more	7	6.2	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

NORTH LAURINGURG ELEMENTARY YEAR-ROUND SCHOOL
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Q9h. Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	9	8.0	9	8.0
1: <High school	26	23.0	35	31.0
2: HS grad	37	32.7	72	63.7
3: Some col/trnng	33	29.2	105	92.9
4: College grad	8	7.1	113	100.0

Q9i. Are you employed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	4.4	5	4.4
1: Full-time	72	63.7	77	68.1
2: Part-time	8	7.1	85	75.2
2: Not employed	28	24.8	113	100.0

Q9j. How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	5.3	6	5.3
1	55	48.7	61	54.0
2	30	26.5	91	80.5
3	17	15.0	108	95.6
4	2	1.8	110	97.3
5 or more	3	2.7	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

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Q9k. Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	82	72.6	82	72.6
1: Marked	31	27.4	113	100.0

Q9k. Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	76	67.3	76	67.3
1: Marked	37	32.7	113	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	80	70.8	80	70.8
1: Marked	33	29.2	113	100.0

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	92	81.4	92	81.4
1: Marked	21	18.6	113	100.0

Q9k.Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	91	80.5	91	80.5
1: Marked	22	19.5	113	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9k.Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	85	75.2	85	75.2
1: Marked	28	24.8	113	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	106	93.8	106	93.8
1: Marked	7	6.2	113	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

PATE GARDNER PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT

PATE GARDNER ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 50

Demographic Information
Sex of oldest child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
0: Boy	21	42.0	23	46.0
1: Girl	27	54.0	50	100.0

Demographic Information
Who filled in form

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Mother	39	78.0	43	86.0
2: Father	3	6.0	46	92.0
7: Grandmother	3	6.0	49	98.0
9: Guardian	1	2.0	50	100.0

Q1a. This is very good school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Strongly disagree	7	41.0	10	47.0
2: Disagree little	1	2.0	11	49.0
3: Agree little	11	22.0	22	71.0
4: Strongly agree	28	56.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Strongly disagree	3	6.0	5	10.0
2: Disagree little	3	6.0	8	16.0
3: Agree little	9	18.0	17	34.0
4: Strongly agree	33	66.0	50	100.0

Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Strongly disagree	5	10.0	7	14.0
2: Disagree little	9	18.0	16	32.0
4: Strongly agree	34	68.0	50	100.0

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Strongly disagree	1	2.0	4	8.0
2: Disagree little	2	4.0	6	12.0
3: Agree little	11	22.0	17	34.0
4: Strongly agree	33	66.0	50	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: Strongly disagree	2	4.0	3	6.0
2: Disagree little	1	2.0	4	8.0
3: Agree little	11	22.0	15	30.0
4: Strongly agree	35	70.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: Strongly disagree	18	36.0	19	38.0
2: Disagree little	11	22.0	30	60.0
3: Agree little	15	30.0	45	90.0
4: Strongly agree	5	10.0	50	100.0

Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Strongly disagree	12	24.0	16	32.0
2: Disagree little	6	12.0	22	44.0
3: Agree little	19	38.0	41	82.0
4: Strongly agree	9	18.0	50	100.0

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: Strongly agree	22	44.0	23	46.0
2: Disagree little	6	12.0	29	58.0
3: Agree little	10	20.0	39	78.0
4: Strongly agree	11	22.0	50	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	2	4.0	2	4.0
2: Disagree little	2	4.0	4	8.0
3: Agree little	2	4.0	6	12.0
4: Strongly agree	44	88.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly agree	1	2.0	1	2.0
2: Disagree little	2	4.0	3	4.0
3: Agree little	5	10.0	8	10.0
4: Strongly agree	42	84.0	50	100.0

Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: Strongly disagree	10	20.0	11	22.0
2: Disagree little	10	20.0	21	42.0
3: Agree little	16	32.0	37	74.0
4: Strongly agree	13	26.0	50	100.0

Q11. My child is learning as much can

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: Strongly disagree	9	18.0	10	20.0
2: Disagree little	5	10.0	15	30.0
3: Agree little	17	34.0	32	64.0
4: Strongly agree	18	36.0	50	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	10.0	5	10.0
1: Strongly disagree	10	20.0	15	30.0
2: Disagree little	4	8.0	19	38.0
3: Agree little	20	40.0	39	78.0
4: Strongly agree	11	22.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	10.0	5	10.0
1: Strongly disagree	1	2.0	6	12.0
2: Disagree little	5	10.0	11	22.0
3: Agree little	16	32.0	27	54.0
4: Strongly agree	23	46.0	50	100.0

Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Strongly disagree	6	12.0	8	16.0
2: Disagree little	1	2.0	9	18.0
3: Agree little	15	30.0	24	48.0
4: Strongly agree	26	52.0	50	100.0

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Strongly disagree	7	14.0	11	22.0
2: Disagree little	3	6.0	14	28.0
3: Agree little	18	36.0	32	64.0
4: Strongly agree	18	36.0	50	100.0

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Strongly disagree	7	14.0	10	20.0
2: Disagree little	4	8.0	14	28.0
3: Agree little	17	34.0	31	62.0
4: Strongly agree	19	38.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	25	50.0	25	50.0
1: Marked	25	50.0	50	100.0

Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	35	70.0	35	70.0
1: Marked	15	30.0	50	100.0

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	84.0	42	84.0
1: Marked	8	16.0	50	100.0

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	28	56.0	28	56.0
1: Marked	22	44.0	50	100.0

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	74.0	37	74.0
1: Marked	13	26.0	50	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	72.0	36	72.0
1: Marked	14	28.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	31	62.0	31	62.0
1: Marked	19	38.0	50	100.0

Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	68.0	34	68.0
1: Marked	16	32.0	50	100.0

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	98.0	49	98.0
1: Marked	1	2.0	50	100.0

Q2.Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	32	64.0	32	64.0
1: Marked	18	36.0	50	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	86.0	43	86.0
1: Marked	7	14.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
2: 1-2 this year	1	2.0	2	4.0
3: Few times	6	12.0	8	16.0
4: Many times	42	84.0	50	100.0

Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	6	12.0	7	14.0
2: 1-2 this year	3	6.0	10	20.0
3: Few times	19	38.0	29	58.0
4: Many times	21	42.0	50	100.0

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, Not yet	1	2.0	2	4.0
2: 1-2 this year	1	2.0	3	6.0
3: Few times	12	24.0	15	30.0
4: Many times	35	70.0	50	100.0

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, Not yet	3	6.0	4	8.0
2: 1-2 this year	1	2.0	5	10.0
3: Few times	3	6.0	8	16.0
4: Many times	42	84.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	7	14.0	8	16.0
2: 1-2 this year	3	6.0	11	22.0
3: Few times	5	10.0	16	32.0
4: Many times	34	68.0	50	100.0

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
2: 1-2 this year	1	2.0	2	4.0
3: Few times	1	2.0	3	6.0
4: Many times	47	94.0	50	100.0

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: 0, not yet	12	24.0	15	30.0
2: 1-2 this year	1	2.0	16	32.0
3: Few times	4	8.0	20	40.0
4: Many times	30	60.0	50	100.0

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: 0, not yet	3	6.0	5	10.0
2: 1-2 this year	6	12.0	11	22.0
3: Few times	8	16.0	19	38.0
4: Many times	31	62.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3i. Oldest: Help child plan time: homework/chores

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	2	4.0	3	6.0
2: 1-2 this year	6	12.0	9	18.0
3: Few times	3	6.0	12	24.0
4: Many times	38	76.0	50	100.0

Q3j.Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: 0, not yet	6	12.0	9	18.0
2: 1-2 this year	11	22.0	20	40.0
3: Few times	13	26.0	33	66.0
4: Many times	17	34.0	50	100.0

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	30	60.0	31	62.0
2: 1-2 this year	10	20.0	41	82.0
3: Few times	5	10.0	46	92.0
4: Many times	4	8.0	50	100.0

Q3l. Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	34	68.0	35	70.0
2: 1-2 this year	5	10.0	40	80.0
3: Few times	4	8.0	44	88.0
4: Many times	6	12.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
2: 1-2 this year	1	2.0	2	4.0
3: Few times	4	8.0	6	12.0
4: Many times	44	88.0	50	100.0

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: 0, not yet	35	70.0	37	74.0
2: 1-2 this year	4	8.0	41	82.0
4: Many times	9	18.0	50	100.0

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: 0, not yet	20	40.0	22	44.0
2: 1-2 this year	10	20.0	32	64.0
3: Few times	6	12.0	38	76.0
4: Many times	12	24.0	50	100.0

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: 0, not yet	29	58.0	31	62.0
2: 1-2 this year	8	16.0	39	78.0
3: Few times	4	8.0	43	86.0
4: Many times	7	14.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	2.0	1	2.0
1: 0, not yet	11	22.0	12	24.0
2: 1-2 this year	6	12.0	18	36.0
3: Few times	13	26.0	31	62.0
4: Many times	19	38.0	50	100.0

Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
2: 1-2 this year	3	6.0	5	10.0
4: Many times	45	90.0	50	100.0

Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	9	18.0	11	22.0
2: Does-could imprv	16	32.0	27	54.0
3: Does-very well	23	46.0	50	100.0

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	5	10.0	7	14.0
2: Does-could imprv	12	24.0	19	38.0
3: Does-very well	31	62.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	9	18.0	13	26.0
2: Does-could imprv	17	34.0	30	60.0
3: Does-very well	20	40.0	50	100.0

Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	4	8.0	8	16.0
2: Does-could imprv	7	14.0	15	30.0
3: Does-very well	35	70.0	50	100.0

Q4e. School: Explains how to check child's homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	22	44.0	26	52.0
2: Does-could imprv	8	16.0	34	68.0
3: Does-very well	16	32.0	50	100.0

Q4f. School: Sends home news about things at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Doesn't do	3	6.0	6	12.0
2: Does-could imprv	7	14.0	13	26.0
3: Does-very well	37	74.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4g. School: Gives information how report-card grades earned

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	17	34.0	19	38.0
2: Does-could imprv	5	10.0	24	48.0
3: Does-very well	26	52.0	50	100.0

Q4h. School: Assigns homework requires child talk/me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	20	4.0
1: Doesn't do	3	6.0	5	10.0
2: Does-could imprv	20	40.0	25	50.0
3: Does-very well	25	50.0	50	100.0

Q4i. School: Sends clear notices I can read easily

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	6	12.0	8	16.0
2: Does-could imprv	4	8.0	12	24.0
3: Does-very well	38	76.0	50	100.0

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Disagree little	5	10.0	8	16.0
2: Agree little	9	18.0	17	34.0
3: Strongly agree	33	66.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	5	10.0	7	14.0
2: Does-could imprv	8	16.0	15	30.0
3: Does-very well	35	70.0	50	100.0

Q4l. School: Contacts me if child does well/improves

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Doesn't do	14	28.0	17	34.0
2: Does-could imprv	8	16.0	25	50.0
3: Does-very well	25	50.0	50	100.0

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Doesn't do	9	18.0	12	24.0
2: Does-could imprv	5	10.0	17	34.0
3: Does-very well	33	66.0	50	100.0

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	2	4.0	6	12.0
2: Does-could imprv	3	6.0	9	18.0
3: Does-very well	41	82.0	50	100.0

Note. Freq = Frequency; %Per = Percent; Cum.Freq = Cumulative Frequency; Cum.%Per = Cumulative Percent.

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Doesn't do	9	18.0	11	22.0
2: Does-could imprv	3	6.0	14	28.0
3: Does-very well	36	72.0	50	100.0

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	18	36.0	22	44.0
2: Does-could imprv	10	20.0	32	64.0
3: Does-very well	18	36.0	50	100.0

Q4q.School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Doesn't do	15	30.0	19	38.0
2: Does-could imprv	13	26.0	32	64.0
3: Does-very well	18	36.0	50	100.0

Q5a. Workshop: How children my child's age grow/develop

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	33	66.0	33	66.0
1: Marked	17	34.0	50	100.0

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	74.0	37	74.0
1: Marked	13	26.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	76.0	38	76.0
1: Marked	12	24.0	50	100.0

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	86.0	43	86.0
1: Marked	7	14.0	50	100.0

Q5e. Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	35	70.0	35	70.0
1: Marked	15	30.0	50	100.0

Q5f. Workshop: Raising children as a single parent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	80.0	40	80.0
1: Marked	10	20.0	50	100.0

Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	32	64.0	32	64.0
1: Marked	18	36.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5h. Workshop: Help my child take tests

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	76.0	38	76.0
1: Marked	12	24.0	50	100.0

Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	47	94.0	47	94.0
1: Marked	3	6.0	50	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	47	94.0	47	94.0
1: Marked	3	6.0	50	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	48	96.0	48	96.0
1: Marked	2	4.0	50	100.0

Q5l. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	16.0	8	16.0
1: Yes	6	12.0	14	28.0
2: No	36	72.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	16.0	8	16.0
1: Less this year	6	12.0	14	28.0
2: About same	28	56.0	42	84.0
3: More this year	8	16.0	50	100.0

Q7a. Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Disagree little	41	82.0	41	82.0
1: Strongly agree	9	18.0	50	100.0

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	47	94.0	47	94.0
1: Marked	3	6.0	50	100.0

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	72.0	36	72.0
1: Marked	14	28.0	50	100.0

Q7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	92.0	46	92.0
1: Marked	4	8.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	82.0	41	82.0
1: Marked	9	18.0	50	100.0

Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	80.0	40	80.0
1: Marked	10	20.0	50	100.0

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	84.0	42	84.0
1: Marked	8	16.0	50	100.0

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	80.0	40	80.0
1: Marked	10	20.0	50	100.0

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	82.0	41	82.0
1: Marked	9	18.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7j. Community services: Community service children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	80.0	40	80.0
1: Marked	10	20.0	50	100.0

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	30	60.0	30	60.0
1: Marked	20	40.0	50	100.0

Q7l. Community services: Information on museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	72.0	36	72.0
1: Marked	14	28.0	50	100.0

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	98.0	49	98.0
1: Marked	1	2.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: None	1	2.0	4	8.0
2: 5-10	2	4.0	6	12.0
3: 15-20	10	20.0	16	32.0
4: 25-30	7	14.0	23	46.0
5: 35-45	12	24.0	35	70.0
6: 50-60	9	18.0	44	88.0
7: Over 1 hour	6	12.0	50	100.0

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: None	1	2.0	4	8.0
2: 5-10	2	4.0	6	12.0
3: 15-20	12	24.0	18	36.0
4: 25-30	16	32.0	34	68.0
5: 35-45	6	12.0	40	80.0
6: 50-60	6	12.0	46	92.0
7: Over 1 hour	4	8.0	50	100.0

Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	16.0	8	16.0
1: None	1	2.0	9	18.0
3: 15-20	5	10.0	14	28.0
4: 25-30	4	8.0	18	36.0
5: 35-45	8	16.0	26	52.0
6: 50-60	5	10.0	31	62.0
7: Over 1 hour	19	38.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Yes	41	82.0	45	90.0
2: No	5	10.0	50	100.0

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Top student	11	22.0	15	30.0
2: Good student	19	38.0	34	68.0
3: OK/Avg student	10	20.0	44	88.0
5: Fair student	6	12.0	50	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1: Likes-a lot	31	62.0	35	70.0
2: Likes-little	7	14.0	42	84.0
3: Dislikes-little	4	8.0	46	92.0
4: Dislikes-a lot	4	8.0	50	100.0

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Always	31	62.0	33	66.0
2: Usually	10	20.0	43	86.0
3: Once in a while	5	10.0	48	96.0
4: Never	2	4.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: Always	34	68.0	37	74.0
2: Usually	11	22.0	48	96.0
3: Once in a while	2	4.0	50	100.0

Q9e. When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	72.0	36	72.0
1: Marked	14	28.0	50	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	68.0	34	68.0
1: Marked	16	32.0	50	100.0

Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	19	38.0	19	38.0
1: Marked	31	62.0	50	100.0

Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	45	90.0	45	90.0
1: Marked	5	10.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1	4	8.0	7	14.0
2	40	80.0	47	94.0
3	3	6.0	50	100.0

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1	9	18.0	13	26.0
2	21	42.0	34	68.0
3	13	26.0	47	94.0
4	3	6.0	50	100.0

Q9h.Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	6.0	3	6.0
1: <High school	5	10.0	8	16.0
2: HS grad	23	46.0	31	62.0
3: Some col/trnng	16	32.0	47	94.0
4: College grad	3	6.0	50	100.0

**_Note_. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9i. Are you employed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	4.0	2	4.0
1: Full-time	32	64.0	34	68.0
2: Part-time	5	10.0	39	78.0
2: Not employed	11	22.0	50	100.0

Q9j.How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	8.0	4	8.0
1	34	68.0	38	76.0
2	11	22.0	49	98.0
4	1	2.0	50	100.0

Q9k.Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	84.0	42	84.0
1: Marked	8	16.0	50	100.0

Q9k.Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	68.0	34	68.0
1: Marked	16	32.0	50	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	39	78.0	39	78.0
1: Marked	11	22.0	50	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	80.0	40	80.0
1: Marked	10	20.0	50	100.0

Q9k.Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	42	84.0	42	84.0
1: Marked	8	16.0	50	100.0

Q9k.Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	48	96.0	48	96.0
1: Marked	2	4.0	50	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	44	88.0	44	88.0
1: Marked	6	12.0	50	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

1998 Parent/Guardian Attitudes
On Year-Round Schools
Scotland County, North Carolina

WAGRAM PRIMARY YEAR-ROUND SCHOOL SUMMARY REPORT

WAGRAM ELEMENTARY YEAR-ROUND SCHOOL SUMMARY REPORT
SCOTLAND COUNTY, NORTH CAROLINA N = 52

Demographic Information
Sex of oldest child

	Freq	Per	Cum.Freq.	Cum.%Per
1: Boy	20	38.5	20	38.5
2: Girl	32	61.5	52	100.0

Demographic Information
Who filled in form

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
1: Mother	44	84.6	49	94.2
2: Father	1	1.9	50	96.2
7: Grandmother	2	3.8	52	100.0

Q1a. This is very good school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
2: Disagree little	2	3.8	4	7.7
3: Agree little	12	23.1	16	30.8
4: Strongly agree	36	69.2	52	100.0

Q1b. Teachers care about my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Strongly disagree	1	1.9	3	5.8
2: Disagree little	1	1.9	4	7.7
3: Agree little	11	21.2	15	28.8
4: Strongly agree	37	71.2	52	100.0

Note. Freq = Frequency; %Per = Percent; Cum.Freq = Cumulative Frequency; Cum.%Per = Cumulative Percent.

Q1c. I feel welcome at the school

	Freq	Per	Cum.Freq.	Cum.%Per
2: Disagree little	4	7.7	4	7.7
3: Agree little	7	13.5	11	21.2
4: Strongly agree	41	78.8	52	100.0

Q1d. School has active PTA/PTO

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
3: Agree little	12	23.1	14	26.9
4: Strongly agree	38	73.1	52	100.0

Q1e. My child talks about school at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
2: Disagree little	3	5.8	4	7.7
3: Agree little	9	17.3	13	25.0
4: Strongly agree	39	75.0	52	100.0

Q1f. My child should get more homework

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	14	26.9	14	26.9
2: Disagree little	16	30.8	30	57.7
3: Agree little	16	30.8	46	88.5
4: Strongly agree	6	11.5	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1g. Many parents I know help out at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Strongly disagree	3	5.8	5	9.6
2: Disagree little	10	19.2	15	28.8
3: Agree little	24	46.2	39	75.0
4: Strongly agree	13	25.0	52	100.0

Q1h. School and I have different goals for my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Strongly agree	24	46.2	27	51.9
2: Disagree little	7	13.5	34	65.4
3: Agree little	14	26.9	48	92.3
4: Strongly agree	4	7.7	52	100.0

Q1i. I feel I can help my child in reading

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	2	3.8	2	3.8
3: Agree little	9	17.3	11	21.2
4: Strongly agree	41	78.8	52	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q1j. I feel I can help my child in math

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly agree	1	1.9	1	1.9
2: Disagree little	1	1.9	2	3.9
3: Agree little	17	32.7	19	36.5
4: Strongly agree	33	63.5	52	100.0

Q1k. Need more ideas from teacher to help

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	10	19.2	10	19.2
2: Disagree little	10	19.2	20	38.5
3: Agree little	19	36.5	39	75.0
4: Strongly agree	13	25.0	52	100.0

Q1l. My child is learning as much can

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Strongly disagree	1	1.9	3	5.8
2: Disagree little	10	19.2	13	25.0
3: Agree little	11	21.2	24	46.2
4: Strongly agree	28	53.8	52	100.0

Q1m. Parents in school get involved more-younger grades

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
1: Strongly disagree	5	9.6	10	19.2
2: Disagree little	13	25.0	23	44.2
3: Agree little	21	40.4	44	84.6
4: Strongly agree	8	15.4	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1n. School is know for trying new programs

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Strongly disagree	3	5.8	5	9.6
2: Disagree little	2	3.8	7	13.5
3: Agree little	27	51.9	34	65.4
4: Strongly agree	18	34.6	52	100.0

Q1o. School views parents as important partners

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: Strongly disagree	1	1.9	2	3.8
2: Disagree little	1	1.9	3	5.8
3: Agree little	11	21.2	14	26.9
4: Strongly agree	38	73.1	52	100.0

Q1p. This community supports this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: Strongly disagree	3	5.8	4	7.7
2: Disagree little	4	7.7	8	15.4
3: Agree little	16	30.8	24	46.2
4: Strongly agree	28	53.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q1q. School one of the best for students/parents

	Freq	Per	Cum.Freq.	Cum.%Per
1: Strongly disagree	2	3.8	2	3.8
2: Disagree little	3	5.8	5	9.6
3: Agree little	16	30.8	21	40.4
4: Strongly agree	31	59.6	52	100.0

Q2. Want more information about: Math skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	30	57.7	30	57.7
1: Marked	22	42.3	52	100.0

Q2. Want more information about: Social Studies

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	78.8	41	78.8
1: Marked	11	21.2	52	100.0

Q2. Want more information about: Current Events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	47	90.4	47	90.4
1: Marked	5	9.6	52	100.0

Q2. Want more information about: Reading skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	30	57.7	30	57.7
1: Marked	22	42.3	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q2. Want more information about: Science

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	73.1	38	73.1
1: Marked	14	26.9	52	100.0

Q2. Want more information about: Study skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	73.1	34	73.1
1: Marked	14	26.9	52	100.0

Q2. Want more information about: Writing stories

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	76.9	40	76.9
1: Marked	12	23.1	52	100.0

Q2. Want more information about: Handwriting

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	73.1	38	73.1
1: Marked	14	26.9	52	100.0

Q2. Want more information about: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	94.2	49	94.2
1: Marked	3	5.8	52	100.0

**_Note_. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q2.Want more information about: Spelling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	76.9	40	76.9
1: Marked	12	23.1	52	100.0

Q2. Want more information about: Speaking skills

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	44	84.6	44	84.6
1: Marked	8	15.4	52	100.0

Q3a. Oldest: Talk with my child about school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
2: 1-2 this year	1	1.9	3	5.8
3: Few times	1	1.9	4	7.7
4: Many times	48	92.3	52	100.0

Q3b. Oldest: Visit my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: 0, not yet	10	19.2	12	23.1
2: 1-2 this year	12	23.1	24	46.2
3: Few times	17	32.7	41	78.8
4: Many times	11	21.2	52	100.0

Q3c. Oldest: Read to my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: 0, Not yet	4	7.7	7	13.5
2: 1-2 this year	1	1.9	8	15.4
3: Few times	12	23.1	20	38.5
4: Many times	32	61.5	52	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q3d. Oldest: Listen to my child read

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
2: 1-2 this year	1	1.9	6	11.5
3: Few times	8	15.4	14	26.9
4: Many times	38	73.1	52	100.0

Q3e. Oldest: Listen to story my child wrote

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	11.5	6	11.5
1: 0, not yet	5	9.6	11	21.2
2: 1-2 this year	5	9.6	16	30.8
3: Few times	7	13.5	23	44.2
4: Many times	29	55.8	52	100.0

Q3f. Oldest: Help my child with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
2: 1-2 this year	3	5.8	6	11.5
3: Few times	2	3.8	8	15.4
4: Many times	44	84.6	52	100.0

Q3g. Oldest: Practice spelling/other skills-my child

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: 0, not yet	5	9.6	5	15.4
2: 1-2 this year	3	5.8	3	21.2
3: Few times	3	5.8	3	26.9
4: Many times	38	73.1	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3h. Oldest: Talk with child about a TV show

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: 0, not yet	1	1.9	5	9.6
2: 1-2 this year	5	9.6	10	19.2
3: Few times	14	26.9	24	46.2
4: Many times	28	53.8	52	100.0

Q3i. Oldest: Help child plan time:homework/chores

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: 0, not yet	1	1.9	2	3.8
2: 1-2 this year	1	1.9	3	5.8
3: Few times	5	9.6	8	15.4
4: Many times	44	84.6	52	100.0

Q3j.Oldest: Talk/ my child's teacher at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: 0, not yet	6	11.5	9	17.3
2: 1-2 this year	11	21.2	20	38.5
3: Few times	14	26.9	34	65.4
4: Many times	18	34.6	52	100.0

Q3k. Oldest: Talk/ my child's teacher on phone

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: 0, not yet	25	48.1	29	55.8
2: 1-2 this year	11	21.2	40	76.9
3: Few times	9	17.3	49	94.2
4: Mamy times	3	5.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q31. Oldest: Go to PTO/PTA meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: 0, not yet	31	59.6	32	61.5
2: 1-2 this year	8	15.4	40	76.9
3: Few times	7	13.5	47	90.4
4: Many times	5	9.6	52	100.0

Q3m. Oldest: Check if my child did homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
3: Few times	5	9.6	8	15.4
4: Many times	44	84.6	52	100.0

Q3n. Oldest: Volunteer at school/my child's classroom

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: 0, not yet	21	40.4	23	44.2
2: 1-2 this year	13	25.0	36	69.2
3: Few times	6	11.5	42	80.8
4: Many times	10	19.2	52	100.0

Q3o. Oldest: Go to special events at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: 0, not yet	21	40.4	23	44.2
2: 1-2 this year	13	25.0	36	69.2
3: Few times	6	11.5	42	80.8
4: Many times	10	19.2	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q3p. Oldest: Take my child to a library

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: 0, not yet	21	40.4	23	44.2
2: 1-2 this year	10	19.2	33	63.5
3: Few times	12	23.1	45	86.5
4: Many times	7	13.5	52	100.0

Q3q. Oldest: Take my child to special places/events

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: 0, not yet	9	17.3	11	21.2
2: 1-2 this year	10	19.2	21	40.4
3: Few times	16	30.8	37	71.2
4: Many times	15	28.8	52	100.0

Q3r. Oldest: Tell my child how important school is

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
3: Few times	6	11.5	8	15.4
4: Many times	44	84.6	52	100.0

Q4a. School: Helps me understand child's developmental stage

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: Doesn't do	5	9.6	6	11.5
2: Does-could imprv	21	40.4	27	51.9
3: Does-very well	25	48.1	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4b. School: Tells me how my child is doing

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Doesn't do	2	3.8	4	7.7
2: Does-could imprv	16	30.8	20	38.5
3: Does-very well	32	61.5	52	100.0

Q4c. School: Tells me skills child needs to learn

	Freq	Per	Cum.Freq.	Cum.%Per
1: Doesn't do	8	15.4	8	15.4
2: Does-could imprv	14	26.9	22	42.3
3: Does-very well	30	57.7	52	100.0

Q4d. School: Has parent-teacher conference with me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Doesn't do	2	3.8	4	7.7
2: Does-could imprv	9	17.3	13	25.0
3: Does-very well	39	75.0	52	100.0

Q4e. School: Explains how to check child's homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Doesn't do	12	23.1	16	30.8
2: Does-could imprv	14	26.9	30	57.7
3: Does-very well	22	42.3	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4f. School: Sends home news about things at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1: Doesn't do	2	3.8	3	5.8
2: Does-could imprv	9	17.3	12	23.1
3: Does-very well	40	76.9	52	100.0

Q4g. School: Gives me information how report-card grades earned

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Doesn't do	10	19.2	14	26.9
2: Does-could imprv	15	28.8	29	55.8
3: Does-very well	23	44.2	52	100.0

Q4h. School: Assigns homework requires child talk/me

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Doesn't do	9	17.3	13	25.0
2: Does-could imprv	17	32.7	30	57.7
3: Does-very well	22	42.3	52	100.0

Q4i. School: Sends clear notices I can read easily

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
2: Does-could imprv	16	30.8	21	40.4
3: Does-very well	31	59.6	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4j. School: Contacts me if child having problems

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Doesn't do	4	7.7	7	13.5
2: Does-could imprv	10	19.2	17	32.7
3: Does-very well	35	67.3	52	100.0

Q4k. School: Invites me to programs at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Doesn't do	3	5.8	6	11.5
2: Does-could imprv	6	11.5	12	23.1
3: Does-very well	40	76.9	52	100.0

Q4l. School: Contacts me if child does well/improves

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Doesn't do	8	15.4	11	21.2
2: Does-could imprv	15	28.8	26	50.0
3: Does-very well	26	50.0	52	100.0

Q4m. School: Asks me to volunteer at the school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Doesn't do	9	17.3	13	25.0
2: Does-could imprv	12	23.1	25	48.1
3: Does-very well	27	51.9	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q4n. School: Invites me to PTA/PTO meetings

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Doesn't do	5	9.6	8	15.4
2: Does-could imprv	7	13.5	15	28.8
3: Does-very well	37	71.2	52	100.0

Q4o. School: Asks me to help with fund raising

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Doesn't do	4	7.7	8	15.4
2: Does-could imprv	6	11.5	14	26.9
3: Does-very well	38	73.1	52	100.0

Q4p. School: Includes parents on school committees

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	7	13.5	7	13.5
1: Doesn't do	9	17.3	16	30.8
2: Does-could imprv	16	30.8	32	60.5
3: Does-very well	20	38.5	52	100.0

Q4q.School: Provides info on community services I might use

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	6	11.5	6	11.5
1: Doesn't do	11	21.2	17	32.7
2: Does-could imprv	14	26.9	31	59.6
3: Does-very well	21	40.4	52	100.0

Q5a. Workshop: How children my child's age grow/develop

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	31	59.6	31	59.6
1: Marked	21	40.4	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5b. Workshop: How to discipline children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	32	61.5	39	61.5
1: Marked	20	38.5	52	100.0

Q5c. Workshop: Solving school problems/preventing dropouts

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	38	73.1	38	73.1
1: Marked	14	26.9	52	100.0

Q5d. Workshop: Preventing health problems

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	94.2	49	94.2
1: Marked	3	5.8	52	100.0

Q5e. Workshop: How to deal with stress

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	30	57.7	30	57.7
1: Marked	22	42.3	52	100.0

Q5f. Workshop: Raising children as a single parent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	71.2	37	71.2
1: Marked	15	28.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q5g. Workshop: How help my child develop talents

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	27	51.9	27	51.9
1: Marked	25	48.1	52	100.0

Q5h. Workshop: Helping children take tests

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	34	65.4	34	65.4
1: Marked	18	34.6	52	100.0

Q5i. Workshop: Understanding middle schools

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	82.7	43	82.7
1: Marked	9	17.3	52	100.0

Q5j. Workshop: How serve on school committee/council

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	41	78.8	41	78.8
1: Marked	11	21.2	52	100.0

Q5k. Workshop: Other topics you want

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	50	96.2	50	96.2
1: Marked	2	3.8	52	100.0

Q5l. Attended workshop during past year at school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	11	21.2	11	21.2
1: Yes	6	11.5	17	32.7
2: No	35	67.3	52	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q6. Past 2 years, school involved you: school/home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	10	19.2	10	19.2
1: Less this year	9	17.3	19	36.5
2: About same	32	61.5	51	98.1
3: More this year	1	1.9	52	100.0

Q7a. Community services: Health care children/families

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	82.7	43	82.7
1: Marked	9	17.3	52	100.0

Q7b. Community services: Family counseling

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	43	82.7	43	82.7
1: Marked	9	17.3	52	100.0

Q7c. Community services: Job training for parents/adults

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	44	84.6	44	84.6
1: Marked	8	15.4	52	100.0

Q7d. Community services: Adult education

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	48	92.3	48	92.3
1: Marked	4	7.7	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7e. Community services: Parenting classes

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	88.5	46	88.5
1: Marked	6	11.5	52	100.0

Q7f. Community services: Child care

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	88.5	46	88.5
1: Marked	6	11.5	52	100.0

Q7g. Community services: After-school tutoring

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	69.2	36	69.2
1: Marked	16	30.8	52	100.0

Q7h. Community services: After-school sports activities

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	36	69.2	36	69.2
1: Marked	16	30.8	52	100.0

Q7i. Community services: Other after-school clubs/talent

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	33	63.5	33	63.5
1: Marked	19	36.4	52	100.0

Q7j. Community services: Community service that children can do

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	31	59.6	31	59.6
1: Marked	21	40.4	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q7k. Community services: Summer programs for children

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	31	59.6	31	59.6
1: Marked	21	40.4	52	100.0

Q7l. Community services: Information on museums, shows, events

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	28	53.8	28	53.8
1: Marked	24	46.2	52	100.0

Q7m. Community services: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	52	100.0	52	100.0

Q8a. Time child spends on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
2: 5-10	1	1.9	2	3.8
3: 15-20	4	7.7	6	11.5
4: 25-30	8	15.4	14	26.9
5: 35-45	17	32.7	31	59.6
6: 50-60	5	9.6	36	69.2
7: Over 1 hour	16	30.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q8b. Time you spend helping on homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: None	1	1.9	4	7.7
2: 5-10	6	11.5	10	19.2
3: 15-20	9	17.3	19	36.5
4: 25-30	11	21.2	30	57.7
5: 35-45	12	23.1	42	80.8
6: 50-60	1	1.9	43	82.7
7: Over 1 hour	9	17.3	52	100.0

Q8c. If teacher showed what to do, how much time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	8	15.4	8	15.4
1: None	2	3.8	10	19.2
2: 5-10	1	1.9	11	21.2
3: 15-20	5	9.6	16	30.8
4: 25-30	7	13.5	23	44.2
5: 35-45	9	17.3	32	61.5
6: 50-60	8	15.4	40	76.9
7: Over 1 hour	12	23.1	52	100.0

Q8d. Do you have weekend time help with homework

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Yes	46	88.5	48	92.3
2: No	4	7.7	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9a. How is your oldest doing in schoolwork

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
1: Top student	15	28.8	20	38.5
2: Good student	22	42.3	42	80.8
3: OK/Avg student	8	15.4	50	96.2
4: Fair student	2	3.8	55	100.0

Q9b. How does your oldest like school this year

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
1: Likes-a lot	26	50.0	31	59.6
2: Likes-little	18	34.6	49	94.2
3: Dislikes-little	2	3.8	51	98.1
4: Dislikes-a lot	1	1.9	52	100.0

Q9c. How often oldest promptly delivers notices

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1: Always	25	48.1	28	53.8
2: Usually	16	30.8	44	84.6
3: Once in a while	6	11.5	50	96.2
4: Never	2	3.8	52	100.0

Q9d. How often oldest finishes all homework on time

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	2	3.8	2	3.8
1: Always	33	63.5	35	67.3
2: Usually	16	30.8	51	98.1
3: Once in a while	1	1.9	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9e. When can attend ... at school: Morning

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	30	57.7	30	57.7
1: Marked	24	42.3	52	100.0

Q9e. When can attend ... at school: Afternoon

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	37	71.2	37	71.2
1: Marked	15	28.8	52	100.0

Q9e. When can attend ... at school: Evening

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	28	53.8	28	53.8
1: Marked	24	46.2	52	100.0

Q9e. When can attend ... at school: Never

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	51	98.1	51	98.1
1: Marked	1	1.9	52	100.0

Q9f. How many adults live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1	9	17.3	13	25.0
2	36	69.2	49	94.2
3	3	5.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9g. How many children live at home

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	3	5.8	3	5.8
1	16	30.8	19	36.5
2	19	36.5	38	73.1
3	12	23.1	50	96.2
4	1	1.9	51	98.1
5 or more	1	1.9	52	100.0

Q9h.Your Highest education

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	5	9.6	5	9.6
1: <High school	5	9.6	10	19.2
2: HS grad	9	17.3	19	36.5
3: Some col/trnng	16	30.8	35	67.3
4: College grad	17	32.7	52	100.0

Q9i. Are you employeed now

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	4	7.7	4	7.7
1: Full-time	30	57.7	34	65.4
2: Part-time	7	13.5	41	78.8
2: Not employed	11	21.2	52	100.0

Q9j.How many children in family go to this school

	Freq	Per	Cum.Freq.	Cum.%Per
Missing	1	1.9	1	1.9
1	31	59.6	32	61.5
2	17	32.7	49	94.2
3	2	3.8	51	98.1
5 or more	1	1.9	52	100.0

Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.

Q9k.Attend grade: Kindergarten

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	39	75.0	39	75.0
1: Marked	13	25.0	52	100.0

Q9k.Attend grade: Grade 1

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	76.9	40	76.9
1: Marked	12	23.1	52	100.0

Q9k. Attend grade: Grade 2

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	88.5	46	88.5
1: Marked	6	11.5	52	100.0

Q9k. Attend grade: Grade 3

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	31	59.6	31	59.6
1: Marked	21	40.4	52	100.0

Q9k.Attend grade: Grade 4

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	40	76.9	40	76.9
1: Marked	12	23.1	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Q9k.Attend grade: Grade 5

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	46	88.5	46	88.5
1: Marked	6	11.5	52	100.0

Q9k. Attend grade: Other

	Freq	Per	Cum.Freq.	Cum.%Per
0: Not marked	49	94.2	49	94.2
1: Marked	3	5.8	52	100.0

**Note. Freq = Frequency; %Per = Percent;
Cum.Freq = Cumulative Frequency;
Cum.%Per = Cumulative Percent.**

Appendix I

Action Team Preliminary Checklist

STARTING POINTS: An Inventory of Present Practices o School-Family-Community Partnershi

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders
National Network of Partnership-2000 Schools, Johns Hopkins Universit

This inventory will help you identify your school's present practices for each of the six types of involvemen that create a comprehensive program of school, family, and community partnerships. At this time, you school may conduct all, some, or none of the activities listed. Not every activity is appropriate for ever school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for School, Family, and Community Partnerships should complete this inventory, with inpu from the teachers, parents, the school improvement team, and others, as appropriate. These groups hav different knowledge about all of the present practices of partnership in your school.

Directions: Check the activities that you conduct and circle all of the grade levels presently involved. Write i other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the check-box:
* (for very well implemented with all families), + (a good start with many families), - (needs improvement).

TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

	At Which Grades?
☐ We sponsor parent education workshops and other courses or training for parents.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide families with information on child or adolescent development.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide families with information on developing home conditions that support learning.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We lend families books or tapes on parenting or videotapes of parent workshops.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We ask families for information about children's goals, strengths, and talents.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ______________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ______________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ______________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ______________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ______________________________	K 1 2 3 4 5 6 7 8 9 10 11 12

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TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS

Conduct effective communications from school to home and from home to school about school programs and children's progress

	At Which Grades?
☐ We have formal conferences with every parent at least once a year.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide language translators to assist families as needed.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide clear information about report cards and how grades are earned.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Parents pick up report cards.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Our school newsletter includes:	
☐ a calendar of school events	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ student activity information	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ curriculum and program information	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ school volunteer information	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ school governance information	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ samples of student writing and artwork	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ a column to address parents' questions	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ recognition of students, families, and community members	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ other ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide clear information about selecting courses, programs, and activities in this school.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We send home folders of student work weekly or monthly for parent review and comments.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Staff members send home positive messages about students on a regular basis.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We notify families about student awards and recognition.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We contact the families of students having academic or behavior problems.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Teachers have easy access to telephones to communicate with parents during or after school.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Parents have the telephone numbers of the school, principal, teachers and counselors.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We have a homework hotline for students and families to hear daily assignments and messages.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We conduct an annual survey for families to share information and concerns about students' needs and reactions to school programs.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____	K 1 2 3 4 5 6 7 8 9 10 11 12

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TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL
Organize volunteers and audiences to support the school and students

	At Which Grades?
☐ We conduct an annual survey to identify interests, talents, and availability of volunteers.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We have a parent room or family center for volunteer work, meetings, and resources for families.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We encourage families and the community to be involved at school by:	
☐ assisting in the classroom (e.g., tutoring, grading papers, etc.)	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ helping on trips or at parties	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ giving talks (e.g., careers, hobbies, etc.)	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ checking attendance	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ monitoring halls, or working in the library, cafeteria, or other areas	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ leading clubs or activities	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ other ________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide ways for families to be involved at home or in the community if they cannot volunteer at school.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We have a program to recognize our volunteers.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES
Involve families with their children in homework and other curriculum-related activities and decisions

	At Which Grades?
☐ We provide information to families on required skills in all subjects.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide information to families on how to monitor and discuss schoolwork at home.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide information on how to assist students with skills that they need to improve.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We ask parents to listen to their child read or to read aloud with their child.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide calendars with daily or weekly activities for families to do at home and in the community.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We help families help students set academic goals, select courses and programs, and plan for college or work.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ________________________________	K 1 2 3 4 5 6 7 8 9 10 11 12

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TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP

Include families as participants in school decisions, and develop parent leaders and representatives

	At Which Grades?
☐ We have an active PTA, PTO, or other parent organization.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Parents are represented on the school's advisory council, improvement team, or other committees.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We have an Action Team for School, Family, and Community Partnerships to develop a program with practices for all six types of involvement.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Parents are represented on district-level advisory councils and committees.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide information on school or local elections for school representatives.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We develop formal networks to link all families with their parent representatives.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We involve parents in selecting school staff.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We involve parents in revising school/district curricula.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 6 – COLLABORATING WITH THE COMMUNITY

Coordinate resources and services *from* the community for families, students, and the school, and provide services to the community.

	At Which Grades?
☐ We provide a community resource directory for parents and students with information on community agencies, programs, and services.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide information on community activities that link to learning skills and talents, including summer programs for students.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We work with local businesses, industries, and community organizations on programs to enhance student skills.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We offer after-school programs for students, with support from community businesses, agencies, or volunteers.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We sponsor intergenerational programs with local senior citizen groups.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We provide "one-stop" shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We organize service *to* the community by students, families, and schools.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ We include alumni in school programs for students.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ Our school building is open for use by the community after school hours.	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ____________________	K 1 2 3 4 5 6 7 8 9 10 11 12

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